Application #7

Helena Public Schools – Variance Request – Executive Summary Helena, MT

To: Members of the Variance Committee

hank you for taking time to review the Helena Public Schools' request for a three year renewal of our K-5 counseling model. If approved, continued implementation under this variance will begin with the first semester of the 2013-14 academic year.

The Helena Public School District is committed to providing the best possible academic and social emotional support to all students. We believe the model for which we are seeking a variance is a complete wrap-around support system for students and their families. Additionally, our work with and refinement of this model has shown significant success as based on indicators aligned with the criteria outlined in standard 10.55.1901.

In this binder you will find supporting documentation which describes the Helena Public Schools' "Multi-Disciplinary Team Model" and details on how it aligns with both the American School Counselors Association standards and the state program standards under 10.55.1901. This K-12 systemic approach meets every indicator of the ASCA program model and thus insures we are meeting the needs of all students in the Helena Public Schools.

Each section of the binder addresses each of the eleven application requirements in the order indicated on the new *Variance To Standards* application. Additionally, each section begins with a cover page citing the program standard to which it applies along with references to the variance criteria rubric. Our goal is to provide the information requested by the Variance Committee in an easily accessible format.

The "Multi-Disciplinary Team Model" for which we are seeking a variance provides services for students and families which extend beyond the scope of the traditional school counseling program model. Utilizing assistance teams comprised of K-12 School Counselors, Licensed Clinical Social Workers, School Psychologists, CSCT therapists, CSCT behavior specialists, Educators, Administrators, School Nurses, and Resource Teachers to meet the needs of students and families has proven to be effective and results driven. The strengths and skills each member brings to the team model delivers a more dynamic and effective support system for both the student and family and does so much more quickly than referring students and their families to outside services and hoping the connection is made so services are actually delivered.

At this time, Helena Public School respectfully requests that the variance committee consider the information provided and allow the blended K-5 counseling program model continue in an effort to more efficiently and effectively meet the needs of students and families in our district.

Thank you for your time and consideration in reviewing our variance renewal request.

A Model That Works....

Addison was a struggling Helena elementary student. The Multi-Disciplinary Assistance Team met to review the academic and behavior supports in place and determine if additional supports were needed to ensure her success. It became quickly apparent that the struggles she was experiencing were due to a tragic event at home. The Multi-Disciplinary team comprised of Addison's parent, principal, classroom teacher. school psychologist, licensed clinical social worker, Speech pathologist, counselor, and outpatient therapist partnered with a community member to problem solve and determine what resources were available to assist with the tragedy at home while providing school support and emotional support for the family. This team-based wraparound approach made the difference for Addison and her family.

It's a model that works!



VARIANCES TO STANDARDS APPLICATION

(Draft - May 2013)

Purpose: ARM 10.55.604.1. A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement a variance to a standard or a section of standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction.

DUE DATES

ONE-TIME ONLY DUE DATE

• First round application only: Second semester 2013-14 implementation Wednesday, July 17, 2013

REGULAR DUE DATES

- First semester implementation; first Monday in March
- Second semester implementation; first Monday in July

COUNTY: Lewis and Clark County

DISTRICT: Helena Public Schools District #1

LIST THE SCHOOL OR MULTIPLE SCHOOLS THAT ARE REQUESTING THE VARIANCE(S):

Helena Elementary Schools K-5

Broadwater, Bryant, Central, Four Georgians, Hawthorne, Jefferson, Jim Darcy, Kessler, Rossiter, Smith, Warren

1. Is this an initial application (2 years) or a Renewal application (3 years)?

Three (3)-year Renewal

2. Is this for first semester implementation or second semester implementation?

First semester 2013-2014

3. Please attach evidence through official minutes of the board of trustees that local school community stakeholders were involved in the consideration and development of the proposed variance to standards. Stakeholder groups include trustees, administrators, teachers, classified school staff, parents, community members, and students as applicable.

See tab: "Official Minutes Board of Trustees"



Application #7



4. Please provide evidence that the board of trustees adopted its application for variance at an official, properly noticed meeting of its board of trustees.

The Helena Board of Trustees approved the Variance Request at a special meeting on July 29, 2013. The minutes will become official at the next regular board meeting in August. The agenda for the July 29, 2013 meeting is enclosed.

See tab: "Board of Trustees' Agenda July 29, 2013"

5. Standard(s) for which a variance is requested, i.e., 10.55.709. If there is a program delivery standard, be sure to list it as well. For example, 10.55.1801.

ARM 10.55.1901 - School Counseling Program Delivery Standards

See tab: "Variance to Standards"

6. Describe the variance requested.

The Helena Public Schools' counseling program has evolved to meet the needs of its students and families since its inception in 1993. At that time, a contingent of professional staff from Helena Public Schools researched best practices and visited schools in Washington to observe programs that tapped into the skills of the Licensed Clinical Social Worker.

The variance requested is a blended counseling program for grades K-5. This program will consist of three FTE LCSW and 5.0 FTE School Counselors. This blended approach offers wraparound services to all our students. Although the LCSWs are not in every school, our K-5 team meets on a regular bases and collaborates, sharing skills and knowledge to best meet the needs of all students.

See tab: "Description of Requested Variance"

7. Provide a brief statement of the mission and goals of this proposed variance.

The comprehensive school counseling program refers to a sequential, developmental program designed to benefit all students in preparation for their futures. This program is organized around three areas essential for students' growth and development: (1) Academic Development, (2) Career Development and, (3) Personal/Social Development.

In order to build a foundation for academic, personal-social and career growth, lessons in the areas of empathy impulse control, and problem solving will promote the skills necessary to help students become self-regulated learners, responsible members of the school community, contributing members of society, and life-long learners.

See tab: "HPS Comp K-12 Counseling Program"; page 4



Application #7



8. In what way does this variance to standard meet the specific needs of the students in your school(s)?

The requested counseling variance mirrors the American School Counselor Association's goals and objectives that clearly state the benefits for students. In addition to the benefits listed in the supplemental information, our students receive the following:

Our student population is ever evolving and through our doors they bring traits that must be taken into consideration in order for each child to receive a quality education. With graduation as the goal and the HPS's rate at 83.02%, we realize that in order to raise this number we must change our model to reach more students. Graduation is a K-12 focus as we can no longer wait for a child to reach high school to ensure graduation. In elementary school, the HPS is addressing known obstacles to graduation. Although math and reading are at the forefront of this effort, we understand that a healthy child is more apt to learn and we also realize that there are many health barriers that have a direct link to home. It can no longer be ignored that we must partner with parents to change the attitude and habits of families to ensure a successful child. The LCSWs' skills allow the HPS to complete the wraparound service by including families.

Additionally, it is understood that the social/economic level of our families play a large role in this effort. The HPS knows that many of the family issues that are brought into our classrooms can be helped with professionals in the community. However, we also understand that many families cannot afford the basic help offered by these professionals. By having a blended counseling program we are able to address many more issues, thus helping families and addressing the achievement gap caused by social/economic factors. With that being said, we are realistic that our model cannot reach all students, therefore we partner with our local professionals when needed.

See tab: "HPS Comp K-12 Counseling Program"; pages 15-17

- 9. Variance to Standard: Outline how and why the proposed variance would be:
 - a. Workable. (Sufficient district resources are available for the success of the variance.)

According to ARM 10.55.710, the HPS K-5 requires 8.41 FTE School Counselor in order to meet the needs of our students as described in ARM 10.55.1901. Under the blended model as proposed in this variance request, the HPS has the following:

5.0 FTE School Counselors

3.0 FTE Licensed Clinical Social Workers

3.8 FTE School Psychologists

7.0 FTE Licensed Therapists**

7.0 FTE Behavior Specialists**

25.8 FTE TOTAL

**The Licensed Therapists and Behavior Specialists are teams from the Comprehensive School and Community Treatment (CSCT). This is a partnership with Shodair and AWARE.

See tab: "Alignment with Program Standards"



Application #7



b. Educationally sound. (Applicant has relied on sound research as a rationale for the variance.)

The blended counseling model that has been in practice in the HPS since 1993 is steeped in educational research and the data. The longevity of our program provides statistical gains in school based mental health referrals; community based mental health referrals, decline in negative behaviors, and an increase in graduation rates.

Additionally, the counseling program is based in the HPS's multi-tiered system of support (MTSS) which combines both RTI and MBI strategies to drive services for individual students.

See tab: "Alignment with Program Standards"

c. Designed to meet or exceed results under established standards. (Desired results are clearly identified with data to be gathered as evidence of the success of the variance.)

The blended counseling program is based on standards as provided by the American School Counselor Association (ASCA) which is the basis for the Montana standards. Data from the desired results are continually collected and creating a trend line from the specific areas of evidence. Data is being collected for the following indicators:

- School Based Mental Health Referrals
- Community Mental Health Referrals
- Negative Behavior Incidences
- Second Step Curriculum Implementation
- Knowledge of School-Wide Rules and Consequences for Behavior
- Graduation Rate

See tab: "Alignment with Program Standards"

See tab: "HPS Comp K-12 Counseling Program"; pages 23-40

d. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.1901.

See tab: "HPS Comp K12 Counseling Program"; p. 23-40





10. List at least one specific measurable objective(s) that demonstrates that the proposed variance will meet or exceed the results under the current standard(s).

As mentioned above in question 9 part C the following indicators will be measured:

- School Based Mental Health Referrals
- Community Mental Health Referrals
- Negative Behavior Incidences
- Second Step Curriculum Implementation
- Knowledge of School-Wide Rules and Consequences for Behavior
- Graduation Rate

Data for these indicators will be collected through the following:

- Climate/Perception Data
- My Voice
- Discipline Data
- Second Step Curriculum
- Youth Prevalence and Referral

See tab: "Documentation that Variance is Measurable"

11. What data or evidence will be gathered to document progress toward meeting the measurable objectives?

As mentioned above in question 9 part C the following indicators will be measured:

- School Based Mental Health Referrals
- Community Mental Health Referrals
- Negative Behavior Incidences
- Second Step Curriculum Implementation
- Knowledge of School-Wide Rules and Consequences for Behavior
- Graduation Rate

Data for these indicators will be collected through the following:

- Climate/Perception Data
- My Voice
- Discipline Data
- Second Step Curriculum
- Youth Prevalence and Referral

See tab: "Documentation that Variance is Measurable"



Application #7



RENEWAL APPLICATION ONLY: Please attach a summary of the data gathered to demonstrate that the variance cycle ending June 30, met or exceeded the standard. State the measurable objective for the initial or previous application.





Mail your signed form to:

Board Chair Name: <u>Elizabeth D. Goldes</u>

Accreditation and Educator Preparation Division Office of Public Instruction PO Box 202501 Helena, MT 59620-2501

Denise Juneau, Superintendent • Montana Office of Public Instruction

| Board Chair Signature: Mingheth D. Gelde | Date: <u>7/29/13</u> |
|---|----------------------|
| Superintendent Name: Kent Kultgen, Ed.D. | |
| Superintendent Signature: Mt 18/16 | Date_ <u>7/29/13</u> |
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| with Sipulations | |

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Helena Public Schools - Multi-Disciplinary Team Couns Lipp Ivatie Wiffance Request

| Data Indicator | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | Standard 10.55.1901 Citations |
|---|---------------|----------------|---|---|-----------------------------|---|
| School Based Mental Health Referrals Source: SS/HS | | 115 | 111 | 182 | Currently being calculated. | (1)(a) (i) (1)(b) (ii), (iv) |
| Community Based Mental Health Referrals Source: SS/HS Note: Number of families who actually received services of all families referred. | | 53.54% | 85.32% | 83.39% | Currently being calculated. | (1)(b) (iv), (v) |
| Negative Behavior Incidents Source: SS/HS | 630 | 447 | 531 | 512 | Currently being calculated. | (1)(a) (ii), (iii) (1)(b) (i) |
| Percentage of MS / HS Youth Reporting Being in a Physical Fight Source: SS/HS | | 18.83% | 15.04% | 13.10% | Currently being calculated. | (1)(a) (ii), (iii) (1)(b) (i) |
| Second Step Implementation for K-1 Source: SS/HS | | | G1: 24 Lessons / 31 Classes K: 25 Lessons / 28 Classes | G1: 24 Lessons / 31 Classes K: 25 Lessons / 26 Classes | Currently being calculated. | (1)(b) (ii), (iii) |
| Knowledge of School Wide Rules and Consequences for Behavior Source: SS/HS | | 61.91% | 61.37% | 69.71% | Currently being calculated. | (1)(a) (ii), (iii),(iv) (1)(b) (i), (ii) |
| HPS Graduation Rate HPS Dropout Rate Source: MT OPI | 71.88% 64% | 75.80% 5.1% | 81.62% 5.3% | 82.52% 3.3% | Currently being calculated. | (1)(a) (i), (ii) (1)(b) (i), (ii), (iii) |

Note: The District implemented PowerSchool in 2008 and began seriously collecting data for the Safe Schools / Healthy Students grant in 2008.

Variances to Standards Application - Draft Rubric

| Administrative Rule Criteria | Unacceptable | Incomplete | Acceptable |
|--|--|---|---|
| Application contains evidence that local school community stakeholders were involved in the consideration and development of the proposed variance. Criteria 10.55.604 (1)(b) | No evidence of stakeholder involvement is provided in the application. | Limited evidence of stakeholder involvement is provided in the application. | Sufficient evidence is provided in the application to demonstrate that stakeholder were involved in the consideration and development of the proposed variance. |
| Application contains evidence that the application for the proposed variance was adopted at an official, properly noticed meeting of the board of trustees. Criteria 10.55.604 (1)(b) | No evidence is provided in the application that the proposed variance was adopted at an official, properly noticed meeting of the board of trustees. | Limited evidence is provided in the application that the proposed variance was adopted at an official, properly noticed meeting of the board of trustees. | Sufficient evidence is provided in the application that the proposed variance was adopted at an official, properly noticed meeting of the board of trustees. |
| Description of the variance | No description of the variance is provided. | The description of the variance provided is incomplete. | The description of the variance provided is acceptable. |
| Statement of mission and objectives of this proposed variance | Application does not provide mission statement and/or objectives of proposed variance. | Application provides incomplete mission statement and objectives of proposed variance. | Application provides acceptable mission statement and objectives of proposed variance. |
| Variance to standard meets the specific needs of the students in your school(s) | No evidence provided that to verify that variance to standard meets specific needs of the students. | Incomplete evidence provided to verify that variance to standard meets specific needs of the students. | Sufficient evidence provided to verify that variance to standard meets specific needs of the students. |
| Variance is workable Criteria 10.55.604 (1) (a) | Application lacks a clear commitment of district/school resources for the successful implementation of the variance. | The district/school commitment of resources is partially addressed but not fully demonstrated. | Application demonstrates that sufficient district/school resources are available for the success of this variance. |
| Variance is educationally sound Criteria 10.55.604 (1) (a) | Application lacks a sound educational rationale. | Application contains some educational rationale but it is not fully demonstrated. | Application cites sound educational rationale for the variance. |
| Variance is aligned with program standards (Only applies to those standards, which also have a related program delivery standard) Criteria 10.55.604 (1) (a) | Application does not address the required program delivery standard. | Required program delivery standard is included in the application, but is not sufficiently addressed. | Application addresses all requirements of the program delivery standard and demonstrates effectively how the standard will be met. |

Application item #1: This is a renewal application

<u>Application item #2: This is for first semester</u> implementation.

Application item #3: Official Minutes, Board of Trustees

Please attach evidence through official minutes of the board of trustees that local school community stakeholders were involved in the consideration and development of the proposed variance to standards. Stakeholder groups include trustees, administrators, teacher, classified school staff, parents, community members, and students as applicable.

Administrative Rule Criteria

10.55.604 (i)(b)

Acceptable: Sufficient evidence is provided in the application to demonstrate the stakeholder, including local school community, were involved in the consideration and development of the proposed variance.

MINUTES OF THE REGULAR MEETING MAY 10, 1994 OF THE BOARD OF TRUSTEES, SCHOOL DISTRICT NO. 1 AND HIGH SCHOOL DISTRICT NO. 1, LEWIS AND CLARK COUNTY

The regular meeting of the Board of Trustees was called to order by Lucy Dayton, Chair, in the Board Room at Central School, 402 N. Warren, Helena, Montana, at 7:03 p.m.

ATTENDANCE

Lucy Dayton, Chair
Bob Vogel, Vice Chair
Debra Fulton
Barbara Givler
Chris Hunter
Tom Livers
Don Johnson, Trustee for High School District
Jenny Kaleczyc, Capital High School Student Representative
Maureen McNellis, Helena High School Student Representative

Members Absent: Cort Harrington Rich Moy, Trustee for High School District

Gary Toothaker, Superintendent of Schools
Erv Winslow, Curriculum and Instructional Delivery
Mike Cummings, Acting Principal, Helena High School
Marion Evenson, Director of Student Support Services
Cliff Roessner, Business Manager and Clerk
Shirley DeVoe, Asst. Director, Student Services
Terry Pipinich, Director of Buildings and Grounds
Jim Opitz, Director of Activities
Bill Rasor, Personnel Program Manager
JaLayne Smith, Recorder

GUESTS: Clark Zastrow, Barb LaRue, Amy Orser, Helena Lee, Becky Stockton, Ron Dooley, Rachelle Wold, Pam Bailey, Joyce Saisbury, Terry Myhre, Jason Darelius, Linda Darelius, Marjorie McGinley, Susan Capdeville, Sandy Jomini, Keith Meyer, John Fero, Terry Frisch, Lynn Trenary, Mary Seitz, Helen Fee, Deb Jacobsen, Jim Wooley, Julie Hasler, Bernie Hartman, Donna Erwin, Julie Hasler

RECOGNITIONS

Mr. Pipinich stated he would like to recognize two people who have made a significant contribution to the elementary building program.

Mr. Pipinich stated Jim Brown, an architect with Crossman-Whitney-Griffin, designed the Helena Middle School addition and remodeling. He added there were no structural or mechanical drawings available and Mr. Brown did an excellent job of designing the addition to blend in with the existing building.

Mr. Pipinich stated Tim Talseth, the construction superintendent of Anderson Construction, did all the initial layout for the Helena Middle School project and not only met all construction completion dates, but beat the last one by 20 weeks. He added one of Mr. Talseth's strongest points was working with the staff and teachers at the school.

Chair Dayton stated she has heard nothing but praise for the work done on the project and added the Board's appreciation for the hard work done.

Jim Brown stated the faculty and staff at the school were very cooperative and that made the project easier, as did Mr. Pipinich's assistance. He stated he would also like to thank Bill Dotter for his patience and allowing workers to use his area. He stated it was largely due to people in the district that the project was completed ahead of schedule.

Ms. Fulton stated she receives a publication that highlights the restoration of schools and hopes the project will be submitted to that magazine.

Mrs. Givler stated one reason people at the school were so cooperative is because they are so excited about the building they are getting. She stated she feels people at the high schools would be just as willing to put up with the inconvenience of construction if a high school bond were approved and work could be done at those sites.

DELEGATIONS

Barbara LaRue stated when the Strategic Plan was adopted, citizens were assured the process would proceed slowly and carefully with the community made comfortable with what was happening. She stated the Guidance and Counseling program is slated for adoption in June and asked that the Board take that attitude with its consideration.

Mrs. LaRue stated the Guidance and Counseling goals will be integrated with activities in the schools and many goals deal with attitudes, behavior, and values. She added students will be asked to demonstrate an appropriate expression of feelings and thoughts and who will be determining what is appropriate. She asked if schools should be determining what is appropriate for love, dating, and marriage. She encouraged trustees to read the draft proposal and remember the concerns expressed about schools teaching values.

Amy Orser stated on December 14 she asked questions about the Strategic Plan and those questions remain unanswered. She stated on May 26 six people will be going to Washington D.C. to seek federal funding for education and that may lead to federal control of schools instead of local control. She stated the Board adopted the Strategic Plan over the objections of the majority of the people and asked that the district not accept federal funds for the schools which will result in federal control.

Terry Frisch stated he would like to address the selection critieria and preference for hiring teachers in the district. He stated an advertisement in the <u>Independent Record</u> listed goals the district has in mind when looking at hiring teachers in Helena. He stated the Montessori program is expanding and the Guidance and Counseling program is ready for adoption. He added it was stated the operational plan of the Strategic Plan would spell out how the plan would be implemented but committees haven't been appointed yet and plans are already being implemented and asked if there is a plan and could he get a copy of it.

Chair Dayton stated the operational plan for the Strategic Plan hasn't been written yet but there is an operational plan for the district in effect for this year.

Mr. Frisch asked if that plan includes collaboration, inclusion, and alternative delivery systems.

Chair Dayton stated inclusion and collaboration are currently going on and have been for some time.

Helena Lee stated Montana received funding to help implement Goals 2000 and asked if the district has applied for federal funding, does it plan to, and when the funding runs out, who will pick up the bill for those programs. She stated the Board said it wouldn't be applying for federal dollars with strings attached to implement OBE.

COLLABORATIVE BARGAINING COMMITTEE

Mr. Vogel stated the committee is still meeting and working at the process, which has been long and involved.

STUDENT REPRESENTATIVE REPORTS

Jenny Kaleczyc stated as this is her last meeting as student representative, she decided to ask students at Capital High what they remember from the year and listed the following:

- 1. State championship football team.
- 2. Emily Nay's state championship in cross country and fifth place national ranking.
- 3. Girls soccer team loss in shootout.
- 4. Boys basketball state tournament loss to Bozeman.
- VICA taking first place in auto for 13th consecutive year and the many awards that club won.
- 6. Two speech students qualifying for nationals.
- 7. School play termed the "best they've ever seen".
- 8. Opportunity to vent frustration and talk about good things in forum.
- 9. Beginning of three new clubs at the high school.
- 10. Student and custodian injuries from fall off scaffolding.
- 11. Death of student Cory Smith.
- 12. Pep assembly put on for the students by the teachers.

Ms. Kaleczyc stated the highlight of her year was serving on the Board. She stated on behalf of the students at Capital High School, she would like to thank the Board for the opportunity to have a student rep and for herself, for the incredible experience.

Maureen McNellis stated the first annual crosstown forum on education was successful and she hopes it will be continued. She stated the educational experience she has gained from being a student in this district have shaped both her intellect and her character. She stated she has received an excellent education and been prepared well and thanked the Board for their commitment to quality education and dedication to students.

Chair Dayton stated one of the wisest decision the Board has made is to have student representatives and expressed the Board's respect and appreciation to both students for their determination and dedication. She stated they have represented the students well and the monthly reports have been very informative.

GOVERNANCE COMMITTEE

Mr. Hunter stated the committee has met again and should have a package ready for the June meeting.

CURRICULUM COUNCIL

Mrs. Givler stated the district curriculum council meet on April 27 and a number of proposals were presented. She stated it is the council's intent to vote on curriculum guides at the next meeting.

Mrs. Givler stated this is the first time the Guidance and Counseling people have gotten together and put a document in place. She stated the document contains things which have been happening in the district for a number of years and the intent is to coordinate those efforts. She added the document is a beginning point for them and there is still work to do at the high school level, particularly with the Board's direction earlier this year regarding academic counseling.

Mr. Hunter suggested perhaps there should be a percentage of time indicated to be spent on academic advising.

Mrs. Givler stated she would like to emphasize that this is not a new program but one that has been around for a number of years at the middle school and high school levels. She added it was mandated to add services at the elementary level and a plan has been formulated to delivery those services.

1SBA REPORT

Ms. Fulton reported she attended the MSBA steering committee meeting and the proposal for the casualty insurance program is exciting. She stated she would like to get estimates on costs before July and feels there would be significant savings for the district.

Ms. Fulton stated MSBA resolutions are due by June and she would like to see one developed to encourage employers to give employees time off to volunteer in the schools. She stated she would be willing to draft a resolution if Board members are interested.

Chair Dayton asked Ms. Fulton to bring a draft resolution to the Board.

MISCELLANEOUS

Chair Dayton stated the Personnel Committee met to review the evaluation document for the superintendent.

Chair Dayton stated dates are being considered for a dinner to honor the outgoing student representatives and Judy Wright. She added dates also need to be determined for noon meetings.

Chair Dayton made the following committee assignments:

Policy Committee -- Bob Vogel -- chair, Debra Fulton, Cort Harrington

High School Bond Committee -- Tom Livers to co-chair with community member, Rich Moy, Don Johnson, Barb Givler

Strategic Plan Committee to oversee the beginning of the operational plan -- Chris Hunter -- chair, Rich Moy, Lucy Dayton

PROJECT PROMISE REPORT

Keith Meyer reviewed the history of Project Promise in the district and stated what needs to be addressed is the direction the program is headed in the future. He stated for 1994-95, a talent pool is being proposed for teaching staff and students.

Ms. Fulton stated she likes the talent pool concept but asked if parents and teachers know enough about it to make selections.

Mr. Meyer stated that is one reason to bring staff together from each school to show them what to look for.

Mr. Hunter asked if there is a priority listing of the items in the three-tiered delivery model.

Mr. Meyer stated Level II, the talent pool, would be the priority.

Susan Capdeville stated the classroom enrichment seminars would be number three.

Mrs. Givler asked what low incidence high ability students are.

Mr. Meyer stated that is the 2 or 3 percent of the students in the district with very high IQ's and those will be dealt with on individual basis as specific as writing an IEP to meet their special needs.

Mr. Livers asked if there is a vision and timeframe for moving the program to the middle school level.

Mr. Meyer stated there needs to be a commitment from the Board to do that and it would take at least a year to develop.

Mr. Vogel asked what the focus would be if there were additional resources.

Mr. Meyer stated it would be to expand the talent pool concept to meet the needs of the students.

Mrs. Givler asked if there is a feeling of how well classroom teachers like working with that model.

Mr. Meyers stated there is greater interest in the program with the talent pools as it has become more visible by being in the schools.

Mr. Livers asked if there is a sense of how students feel about having the program in the schools at the third grade and as a pull-out model at fourth and fifth.

Mr. Meyers stated having third graders back in the buildings addresses a concern of the students but space becomes a problem with the talent pool concept.

Ms. Kaleczyc stated she went through Project Promise and students prefer not to be pulled out of their buildings.

Chair Dayton stated she feels what has been done with the program is phenomenal and there has been concern of trying of serve students within the budget available. She stated these students do have special needs and those needs have to be met. She stated the Board received a proposal last year from the Task Force and it needs to decide where it wants the program to go and what will be done with that proposal.

Mr. Hunter stated he agrees these students should be getting what they need and as there are limited dollars, they should be used to get the most benefit for those students.

Mrs. Givler stated the talent students have in the district is amazing and it is time to look at where the emphasis should be to work with those talents.

Ms. Fulton stated she would like to see the Board look at what resources are necessary to do what is being done now and to add the program at the middle schools. She stated there is a need to replace tracking, which is ineffective, with a program that is effective.

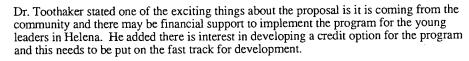
Mrs. Givler stated there is an honors program at the high schools and the Board needs to determine how much it values that program as some of the classes have a problem with the 15 student minimum and perhaps there should be an exemption to that requirement for honors classes.

RECESS

Chair Dayton called for a recess at 8:30 p.m. and returned the meeting to regular session at 8:40 p.m.

HELENA JUNIOR LEADERSHIP

Dr. Toothaker stated as a result of the Leadership Helena program, there is an interest in developing a similar program for high school students. He stated he would recommend this be turned over to Erv Winslow to work with.



Terry Myhre, Pam Bailey, and Joyce Saisbury were present to discuss the proposal.

Joyce Saisbury stated there is a junior leadership program in Great Falls and Missoula is developing one. She stated the alumni of Leadership Helena were approached by Terry Myhre and Pam Bailey about developing the program in Helena and asked for support to bring the program into the curriculum for juniors. She stated it would be a six month program with the students needing to be absent from school one day a month. She added juniors and seniors would be involved as the seniors would run the program the next year and it is hoped the program will be self-supported and eventually branch out to schools in the surrounding area.

SELECTION PROCESS FOR PRINCIPAL VACANCIES

Dr. Toothaker stated the selection process for filling the high school principal vacancy is progressing and the paper screening has been completed. He stated it is hoped that interviews will be conducted on May 31 for three or four candidates with a decision made by June 8. He added Ms. Fulton and Mrs. Givler will be present for those interviews and asked other interested trustees to contact him.

Dr. Toothaker stated the process for hiring elementary principals is progressing similarly with interviews scheduled for May 25 and 26. He stated the task of replacing Mike Cummings and partially replacing Erv Winslow is also continuing.

BUDGET

Dr. Toothaker stated the budget process has been complicated by the fact that there is no contract yet with the HEA but he hopes to be able to adopt a preliminary budget by June 27. He stated the process is complicated with decisions the Board has been asked to make about programs as some of those are part of the budget and suggested that those decisions be delayed until more is known about the budget.

IGH SCHOOL DARE

Mr. Winslow stated at the April meeting some good questions were asked about the DARE program and Mary Seitz, Marsha Lythgoe, Lynette Caruso, Susan Watne, and Jim Wooley have come to address some of those questions.

Susan Watne stated one of the key preventive factors with the DARE program is providing students with the opportunity to bond with key community people and the officers have bonded with the students. She stated students need to be taught decision-making skills and DARE provides information they need. She added most students wish the program didn't stop in the fifth grade and encouraged the Board to adopt the DARE proposal at the high school level.

Marsha Lythgoe stated the information provided addresses self-esteem and refusal skills for elementary students and conflict management in grade nine. She added the fifth grade teachers at Jim Darcy are in favor of the program and the Drug and Alcohol Committee has looked at the program for two years.

REQUEST FOR SABBATICAL

Dr. Toothaker stated the first administrative request for a sabbatical has been received and added this is a repeat request.

John Fero stated it has been his life-long goal to go back to school. He stated he would like to fulfill that dream and a sabbatical leave would help.

CURRICULUM REVISION AND ADOPTION

Mr. Winslow stated the Board will be receiving more information in a month on the long range technology plan and program evaluation and assessment for math, communication arts, and health. He stated the Science Curriculum Committee has gone through a second presentation by publishers. He added at the middle school level, a proposal has been submitted by three teachers for a pilot program and more information will be provided on that

Mr. Winlsow asked Mrs. Evenson to report on the Guidance and Counseling program.

Mrs. Evenson stated input and feedback is being asked for the Guidance and Counseling proposal, not approval. She stated the goals are part of the state accreditation standards and one goal section for Career Development has been added. She added this is the beginning of the process with the next stop to move to the operational plan.

Ms. Fulton asked what the timeline is for the operational plan.

Mrs. Evenson stated that would happen in the next year.

Ms. Fulton stated the transition to middle school and high school also needs to be included under academic counseling. She asked if the job descriptions contain minimum qualifications.

Mrs. Evenson stated they do.

Ms. Fulton asked if additions need to be made at the elementary level for the coming year.

Mrs. Evenson stated the standards have been met.

Ms. Fulton stated a comment was made earlier in the meeting about a concern with demonstrating appropriate feelings and thoughts. She stated the plan doesn't say anything about how a student feels but addresses actions and if those actions are appropriate.

ACQUISITION OF PROPERTY

Mr. Pipinich distributed a handout on the property for sale located by the maintenance department. He stated when this was first brought to the Board he didn't know there were two pieces of property and two owners and added he strongly suggests considering making offers on both pieces of property.

Chair Dayton asked what could be done with the Gregory property if the district doesn't purchase it.

Mr. Pipinich stated he doesn't know what could be done with it. He stated the other property would have to have the home removed from it but it would really hurt the district if someone else bought it.

Mrs. Givler asked if both owners want to sell.

Mr. Pipinich stated the owners of the Turner property want to sell but the owners of the Gregory property want to consider.

Dr. Toothaker stated he isn't prepared to give a recommendation at this time.

Mr. Vogel stated he sees the Gregory property as the priority and would like to move forward to see if the owners will sell. He stated his concern with the other property is if it's worth the appraised value.

Chair Dayton stated if the district has been using the property and the owners don't want to sell, perhaps they would consider a lease.

Mr. Roessner stated the latest offer on the Turner property is that they would sell for \$56,000, which is \$6,000 above appraisal.

Chair Dayton asked the superintendent to review and research options.

SOCIAL SERVICE COORDINATORS

Dr. Toothaker stated he is proposing an alternative standard be requested from the Board of Public Education for elementary counselors.

Marion Evenson introduced the elementary principals and social service coordinators in attendance to support the proposal and Marsha Davis who was responsible for writing the proposal.

Motion was made by Mr. Vogel, seconded by Mrs. Givler and carried to approve the alternative standard request for elementary counselors. (VOTE--Yes: Dayton, Vogel, Fulton, Givler, Hunter, Livers. No: none.)

STUDENT REPRESENTATIVES

Mrs. Givler stated the committee appointed to select the student representatives to the Board of Trustees for the 1994-95 year spent considerable time talking with the students who applied for the positions. She stated there was one applicant at Helena High School and two at Capital High School and the committee is recommending that Marshall Miller of Helena High and Carmen Hotvedt of Capital High be appointed for the 1994-95 year as student representatives.

Motion was made by Mrs. Givler, seconded by Ms. Fulton and carried to approve the appointment of Marshall Miller and Carmen as student representatives on the Board of Trustees for the 1994-95 year. (VOTE--Yes: Dayton, Vogel, Fulton, Givler, Hunter, Livers, Johnson. No: none.)

Mrs. Givler stated both of the current representatives were involved in the selection process and have agreed to inservice the new representatives. She stated Jenny Kaleczyc and Maureen McNellis have been exceptional representatives and their shoes will be hard to fill.

Chair Dayton stated she will be sad to see Ms. Kaleczyc and Ms. McNellis leave and thanked them for recruiting the new representatives.

MINUTES

Motion was made by Ms. Fulton, seconded by Mr. Hunter and carried to approve the minutes of the regular meeting April 12 and special meetings April 21 and 28, 1994. (VOTE--Yes: Dayton, Vogel, Fulton, Givler, Hunter, Livers, Johnson. No: none.)

WARRANTS

Motion was made by Ms. Fulton, seconded by Mr. Hunter and carried to approve the warrants for April, 1994. (VOTE--Yes: Dayton, Vogel, Fulton, Givler, Hunter, Livers, Johnson. No: none.)

PERSONNEL ACTIONS REPORT

Motion was made by Ms. Fulton, seconded by Mr. Hunter and carried to approve the following Personnel Actions Report for the period of April 12 through May 10, 1994:

PERSONNEL ACTIONS April 12, 1994 through May 10, 1994

CERTIFICATED PERSONNEL

Appointments

| <u>Name</u> | Effective Date | Location/Assignment | <u>Salary</u> |
|-------------|----------------|---|---------------|
| | | ract. Contract expires 6/8/94 or u ar classroom teacher which ever | |

Terminations

| Name Erv Winslow Phil Mills | Effective Date 6/30/94 6/22/94 | Central Office / Asst. Superint. 4 G's / Principal | Retirement Retirement |
|--|--------------------------------------|--|---|
| | | <u>Leaves</u> | |
| <u>Name</u> Mary Adams Eric Feaver | <u>Term</u> 1994-95 1994-95 | Location/Assignment L.O.A. L.O.A. | Type of Leave LOA (Educational) LOA (MEA) |
| | | Change in Contract | |
| <u>Name</u> | From | <u>To</u> | Effective Date |

CLASSIFIED PERSONNEL:

Terminations

| Name | Effective Date | Location/Assignment | Reason |
|-------------------|----------------|------------------------------|------------|
| Mark Curtis | 4/14/94 | Payroll / Payroll Accountant | Personal |
| Marjorie Fryhover | 6/15/94 | Four G's / Secretary | Retirement |
| Hugh George | 6/8/94 | CHS / Teacher Assistant | Retirement |

Appointments

| <u>Name</u> | Effective Date | Location/Assignment | <u>Salary</u> |
|-------------|----------------|---------------------|---------------|
|-------------|----------------|---------------------|---------------|

Leaves

| <u>Name</u> | <u>Term</u> | Location / Assignment | <u>Type</u> |
|---------------|------------------|------------------------------|-------------|
| Marcie Mosley | 94-95 School yr. | Rossiter / Teacher Assistant | LOA |

SUPPLEMENTARY CONTRACT ASSIGNMENTS:

| <u>Name</u> | Assignment/Location | Salary |
|-----------------|-------------------------|-----------|
| Mile Miller | Asst. Softball / CHS | \$1950.24 |
| Ken Cloud | Asst. Boys Track / HMS | \$540.35 |
| Kelly Robertson | Asst. Boys Track / HMS | \$535.00 |
| Brian Hustad | Asst. Boys Track / HMS | \$535.00 |
| Jon Runnells | Asst. Boys Track / HMS | \$540.35 |
| Jim Phillips | Asst. Boys Track / HMS | \$577.80 |
| Dennis Peterson | Asst. Boys Track / HMS | \$535.00 |
| Janet Erickson | Asst. Girls Track / HMS | \$572.45 |
| Ann Curlee | Asst. Girls Track / HMS | \$535.00 |
| Jill Pollette | Asst. Girls Track / HMS | \$540.35 |
| Dawn North | Asst. Girls Track / HMS | \$561.75 |
| Marti Greany | Asst. Girls Track / HMS | \$540.35 |
| Ray Troyer | Asst. Boys Track / CRA | \$625.95 |
| Ted Troyer | Asst. Boys Track / CRA | \$535.00 |
| John Emmert | Asst. Boys Track / CRA | \$599.20 |
| Dan Williams | Asst. Boys Track / CRA | \$551.05 |
| Jim Gomendi | Asst. Boys Track / CRA | \$540.35 |
| Gigi Moy | Asst. Girls Track / CRA | \$577.80 |
| Jane Dodge | Asst. Girls Track / CRA | \$561.75 |
| Andy Schweyen | Asst. Girls Track / CRA | \$545.70 |
| James Sheridan | Asst. Girls Track / CRA | \$535.00 |
| Jeff Coleman | Asst. Girls Track / CRA | \$535.00 |
| Scott Evans | Asst. Boys Track / CRA | \$535.00 |

(VOTE--Yes: Dayton, Vogel, Fulton, Givler, Hunter, Livers, Johnson. No: none.) BID AWARDS

Motion was made by Ms. Fulton, seconded by Mr. Hunter and carried to approve the following recommended bid awards:

1. CUSTODIAL SUPPLIES

| <u>Vendor</u> | | <u>Amount</u> |
|--|-------|--|
| Cascade Custodial Supply Co. SYSCO/Continental Keil MT Broom & Brush Supply Ward Thompson Paper Co. Treasure Chemical Big Sky Custodial Supplies Diamond Products Inc. | | \$34,867.50 4,942.50 34,051.13 1,085.00 4,648.86 1,464.80 269.80 |
| | TOTAL | \$81,329.59 |

(VOTE--Yes: Dayton, Vogel, Fulton, Givler, Hunter, Livers, Johnson. No: none.)

2. RENOVATION OF C.R. ANDERSON MIDDLE SCHOOL, HELENA MIDDLE SCHOOL, BROADWATER ELEMENTARY SCHOOL, AND LINCOLN ELEMENTARY SCHOOL

Contractor 1 Ingram-Clevenger Bid Amount \$831,858.00

(VOTE--Yes: Dayton, Vogel, Fulton, Givler, Hunter, Livers. No: none.)

3. IMPROVEMENTS AT JIM DARCY, ROSSITER, CENTRAL, AND SMITH **ELEMENTARY SCHOOLS**

Contractor

Bid Amount

Ingram-Clevenger

\$476,400.00

(VOTE--Yes: Dayton, Vogel, Fulton, Givler, Hunter, Livers. No: none.)

4. SITE IMPROVEMENTS AT JEFFERSON ELEMENTARY SCHOOL

Contractor

Bid Amount

Ingram-Clevenger

\$47,800.00

(VOTE--Yes: Dayton, Vogel, Fulton, Givler, Hunter, Livers. No: none.)

5. SUBSURFACE DRAINAGE IMPROVEMENTS - HELENA HIGH SCHOOL

Contractor

Bid Amount

Maronick Construction

\$33,841.00

(VOTE--Yes: Dayton, Vogel, Fulton, Givler, Hunter, Livers, Johnson. No: none.)

Motion was made by Ms. Fulton, seconded by Mr. Hunter and carried to approve the April, 1994, Financial Report. (VOTE--Yes: Dayton, Vogel, Fulton, Givler, Hunter, Livers, Johnson. No: none.)

EARLY GRADUATION REQUEST

Motion was made by Ms. Fulton, seconded by Mr. Hunter and carried to approve the two early graduation requests for students at Capital High School. (VOTE--Yes: Dayton, Vogel, Fulton, Givler, Hunter, Livers, Johnson. No: none.)

ADJOURNMENT

Chair Dayton adjourned the meeting at 9:33 p.m.

Respectfully submitted,

Clifford D. Roessner

Business Manager and Clerk

MINUTES OF THE REGULAR MEETING FEBRUARY 14, 1995 OF THE BOARD OF TRUSTEES, SCHOOL DISTRICT NO. 1 AND HIGH SCHOOL DISTRICT NO. 1, LEWIS AND CLARK COUNTY

The regular meeting of the Board of Trustees was called to order by Lucy Dayton, Chair, in the Board Room at Central School, 402 N. Warren, Helena, Montana, at 7:00 p.m.

ATTENDANCE

Lucy Dayton, Chair
Bob Vogel, Vice Chair
Debra Fulton
Barbara Givler
Cort Harrington
Chris Hunter
Tom Livers
Don Johnson, Trustee for High School District
Rich Moy, Trustee for High School District
Carmen Hotvedt, Capital High School Student Representative
Marshall Miller, Helena High School Student Representative

Gary Toothaker, Superintendent of Schools Marion Evenson, Director of Curriculum Shirley DeVoe, Director of Student Services Ervin Winslow, Director of Curriculum Cliff Roessner, Business Manager Jim Opitz, Director of Activities Jim Newton, Director of Buildings and Grounds Bill Rasor, Personnel Program Manager Kevin McRae, Communications JaLayne Smith, Recorder

GUESTS: Casey Tuckerman, Sunny Ray Mandeville, Fritz Roos, Tim Wheel, Pat Helvey, Lynne Jermunson, Ronald Stegmann, Cheryl Gillespie, Bonnie Bowler, Joe Fleming, Jane Bishop, Denice Gallarda, David Pepin, Bernie Hartman, Keith Meyer, Kathy Winslow, Pep Jewell, Kathy Lockyer, Ken Price, Randy Carlson, Ken Stuker, Donna Erwin, John Fero, Greg Eby, Ken Kohl, Terry Pipinich, Deb Jacobsen

DELEGATIONS

Dave Smith of the Montana National Guard presented a certificate to the Board and district from Gene Prendergast and Governor Racicot thanking them for the support of employees in the district who are National Guard members called to fight wild fires in the summer of 1994. He introduced Larry Hanson, who is employed by the district but is also in his unit.

HEALTH BENEFITS PRESCRIPTION CARD

Gary Johnson, chair of the Health Benefits Committee, stated that group has been researching the use of a prescription card and recommends the adoption of ScripCard.

Mr. Johnson stated prescriptions account for about 10% of the district plan claims costs and there hasn't been much success getting people to use generic drugs. He stated detailed information the committee needs would be available through the card service. He stated the service would provide a savings to the plan, encourage the use of generic drugs, and provide a convenience to members. He stated this would be a good time to initiate the plan as it is the middle of a year and it could be tried on a six month basis.

Mr. Livers commended the committee on the scrutiny it took in examining the options.

Chair Dayton stated the Board would consider this item at the March meeting.

EVALUATION DESIGN

Dr. Toothaker stated the district made a commitment to take a hard look at assessment and accountability and that has been the driving force for the work done by Marion Evenson and the committee looking at evaluation.

Marion Evenson stated on page 9, the written report on the Program Evaluation Design for the Strategic Plan is included. She stated there are four parts to the plan -- evaluation design, evaluation instrument, process to be used, and steps and timelines for requesting approval. She added approval will be requested in March.

Mrs. Givler asked if the evaluation will be used this year if approved.

Mrs. Evenson stated it would be used this year using equipment the district currently has.

Chair Dayton asked if there will be enough time to address concerns, problems, and strengths for next year if the evaluation is done in April.

Dr. Toothaker stated in following years it would be helpful to have the evaluations done earlier.

LEVY OVERVIEW

Dr. Toothaker stated the Board will have choices to make on millage to put on the ballot for the levy election and will also have to coordinate the timing of the levy election with other issues such as the high school facilities bond.

Mr. Roessner distributed information on calculations based on current legislation, including additional funding for the ANB increase. He stated the figures show the maximum 4% increase at the elementary level and an increase at the high school with the ANB increase. He stated at the high school level the increase to local taxpayers wouldn't be as drastic because the state would contribute more for the increase in ANB. He stated calculations using percentages other than the maximum are also included as well as figures on what an increase in the mill levy would mean to taxpayers.

Mr. Harrington stated last year the budget increased but the mill levy was neutral.

Ms. Fulton noted traditionally the budgets for both elementary and high school districts have been raised at the same level but because of the ANB increase this year, they may have to be considered separately.

Mr. Harrington stated last year the HEA was asked for input on which levy to adopt and he would like to hear from that group again.

Dr. Toothaker stated at the noon meeting on February 23 the Board would be asked to make decisions on the operating levy.

Mr. Hunter stated an overriding concern should be the high school bond.

HIGH SCHOOL FACILITIES COMMITTEE REPORT

Mr. Livers stated the High School Facilities Committee is pleased to have this opportunity to report to the Board on needs in the high schools and options for dealing with those needs

Cheryl Gillespie, co-chair of the committee, thanked the members of the committee for their commitment and dedication to the students of Helena. She stated since 1954, only one high school bond issue has passed in Helena and the last one proposed in 1992 was turned down. She reviewed the process used to assess the needs in the facilities and the criteria to prioritize those needs. She stated between 1990 and 1995, growth in the district has been 20% and facilities designed to accommodate 2,500 students house 2,900 students now with projected increases to 3,800 students by the year 2000. She added the district has now been informed that Helena High School's accreditation is in jeopardy with the accrediting association.

Mr. Johnson stated public meetings were held at Helena High, Capital High, and East Helena. He added the group was asked to hold an additional meeting in East Helena and thanked the East Helena superintendent, PTA, and Board for their help and reception.

Rick Schlenker presented the following options for the high school facilities:

1. Upgrade and expand existing high school facilities at a cost of \$19,000,000.

2. Upgrade existing facilities and build a third high school at a cost of \$27,000,000.

3. Upgrade and expand Capital High replace Helena High with a pew school at a cost of \$27,000,000.

3. Upgrade and expand Capital High, replace Helena High with a new school at a cost of \$31,000,000.

Mr. Schlenker stated the first option includes \$200,000 for the purchase of 50 acres of property for future growth. He stated it would take both high schools to their maximum of 1,900 students each but the buildings would still be 30-40 years old and are not designed for that many students.

Mr. Livers stated the committee outlined what it saw as viable options and it was a strong consensus that the best choice is option #2. He stated the next step is for the Board to choose an option and look at timing.

Mr. Harrington asked if option #2 was selected and an election run successfully this spring, when would a new facility be complete.

Mr. Roessner stated construction would begin in the spring of 1996.

Mr. Schlenker stated it would take about 30 months for completion.

Ms. Fulton asked what would happen if the election wasn't held until fall.

Mr. Livers stated there is an assumption it would be better to go on the momentum of the school year and run it before school is out for the summer.

Ms. Fulton stated in the past there has been hesitation to use district funds to educate the public about elections but with this short timeframe, that may be necessary.

Mr. Moy stated if the election is held in May and is not successful, it could be run again in the fall. He stated there would be a longer wait if it weren't run until fall and needed to be run a second time and the district needs to get moving on this project.

Mr. Vogel asked if in option #1 and #3, is part of the plan to expand the hallways at Capital High to accommodate 1,900 students.

Mr. Livers stated that would be a problem.

Mr. Harrington asked if there is a certain size school that is found to be most appropriate.

Dr. Toothaker stated there are no magic numbers but around 1,000 students seems to be favored.

Mr. Hunter stated the district's history shows the enrollment projections have been underestimated.

Mr. Livers stated option #1 is the riskiest if the projections are low.

Mrs. Givler stated the Chamber of Commerce feels the district's projections are conservative.

Mr. Johnson stated the committee was told at the public meetings that people want the district to plan for the future.

RECESS

Chair Dayton called for a recess at 8:30 p.m. and returned the meeting to regular session at 8:45 p.m.

BOARD POLICY COMMITTEE

Mr. Vogel stated the Board Policy Committee has been meeting and will be bringing some items to the Board. He stated the annual review of policies is being conducted and the group is watching what is happening in the legislature with legislation on weapons in schools. He added Ms. Fulton is working on a review of the attendance policy.

Mr. Harrington stated he is looking at a policy dealing with consequences of criminal prosecution or a "good citizen" policy. He stated students who participate in activities are representatives of the community and have a duty to be law abiding.

Mr. Vogel stated Marshall Miller is heading up an effort to hold discussions on new approaches to drug and alcohol abuse by students.

Mr. Miller stated he personally has noticed an increase in the use of alcohol and illegal drugs and feels the drug and alcohol policy needs to be reevaluated as students don't feel it is as fair as it could be and is not achieving what it was meant to achieve.

Chair Dayton asked if any of these policy changes will be brought to the Board in March.

Mr. Vogel stated language has been drafted for some and the committee is continuing to look at the layout of policies.

JUNIOR LEADERSHIP HELENA

Ken Price stated he feels the Junior Leadership Helena program fits in well with the Strategic Plan. He added some of the concerns expressed by Board members have been addressed and a Government Day has been added to the schedule. He stated there was a question about the number of school days students would miss if they participated in the

program and he questioned other schools in the state. He stated it was felt that the time missed was not a problem as the students come back to school full of information and enthusiasm.

- Mr. Johnson stated in Missoula the students have sponsors and asked if this program would use the same concept.
- Mr. Price stated it would and there would be no cost to the district for the program.
- Mr. Johnson asked if students have trouble finding sponsors.
- Mr. Price stated that hasn't been a problem.
- Mr. Vogel asked if the program would be assessed on an ongoing basis or at the end of the first session.
- Mr. Price stated Leadership Helena would assess it each year.
- Mr. Moy stated in Missoula the students assess the program.

TECHNOLOGY POSITION

Dr. Toothaker stated people from the Office of Public Instruction and Northwest Labs helped put together a position description for the technology position which was sent to trustees.

Barb Ridgway stated the Technology Plan was received in October and it was felt it would be a fairly complex task to put together a position description for someone with the skills and expertise to oversee the project so Northwest Labs and OPI personnel were asked for help.

- Mr. Vogel stated the position is essential for predicting the needs of the future.
- Ms. Fulton stated her concern with the salary range as that range would pay the salary for a top bureau chief in state government.
- Mrs. Givler asked about the timeline for hiring someone for the position.
- Dr. Toothaker stated action would be requested next month and the position would then be advertised with someone possibly on staff in two months.
- Mr. Hunter asked if that person would be involved in the decision for a student management plan.
- Ms. Ridgway stated that person would be involved in that decision.

COUNTY INVESTMENT POOL

Dr. Toothaker stated an investment committee meeting was held yesterday and the county presented additional information about the county investment pool. He stated he received a letter from the County Attorney's office informing him of the decision by that office to decline acting on the request to have the trustees held liable for district funds invested in the county investment pool.

- Dr. Toothaker stated the Department of Commerce received the district's request for an audit of the county investment program and that has been forwarded on to the Department of Local Governments.
- Mr. Johnson stated there was an article in the newspaper which referred to a review and asked if that is different from an audit.
- Dr. Toothaker stated that referred to a report by Galusha, Higgins, & Galusha done for the county regarding records but that is not an audit.
- Ms. Fulton stated it is thought by some that requesting an independent audit is an effort to point fingers and that is not the case at all. She stated this is an effort to get the facts for the district and the 300 or so other groups involved in this pool.
- Mr. Harrington stated he still has a concern that the Department of Commerce will decline the district's request because this is a state-wide problem. He stated having an independent audit done is critical and perhaps the district should also look at hiring a private firm if the Department of Commerce declines to do the audit.

Mr. Livers stated there are advantages of going with a public audit first but that doesn't rule out hiring a private firm.

Chair Dayton stated it is clear this is a concern to the Board and asked Dr. Toothaker to continue looking for a private firm.

Ms. Fulton stated the Department of Commerce may also decide to privatize the audit.

STAFF DEVELOPMENT

John Fero stated each year the district must submit a plan to the Office of Public Instruction for Professional Development. He stated the current delivery system uses a smorgasbord approach to staff development but an alternative is being suggested that would allow for early release times during the year to allow buildings to conduct training. He stated there are some legal constraints as state law won't allow more than one hour a week of release time but there may be some action in the legislature on that. He stated the Board would be getting more information.

NEGOTIATIONS

Dr. Toothaker stated the district's negotiating team presented a package to the teachers and will hear back from the teachers next week. He stated the team does not feel a settlement is in sight.

NSBA MEETING

Dr. Toothaker encouraged trustees to attend the National School Boards Association meeting and asked that they contact his office if interested.

Ms. Fulton stated she attended a National Leadership meeting in Washington D.C. and feels someone from the Board should attend that each year.

STUDENT REPRESENTATIVES REPORTS

Carmen Hotvedt stated some of the most talented students in the district from Capital High School performed at the Colonial Inn on Sunday and Monday night and it was a great show. She stated the Student Council is working on Drunk Driving Awareness Month and students from the science department have been asked to judge an elementary science fair.

Ms. Hotvedt stated delegates for Boys' and Girls' State have been chosen and the Young Democrats and Young Republicans are all busy at the legislature. She added she met with people from across the state on Goals 2000 and was impressed with the energy, enthusiasm, and experience.

Marshall Miller stated at Helena High School a recent dance, Disco Fever, was a great deal of fun. He stated all the swim teams did well this year with the Helena High School boys' team placing higher than it has in a long time.

Mr. Miller stated students in Chemistry II are going to C.R. Anderson Middle School to help with sixth grade science classes. He added students from Science Seminar and physics class are helping take the MSU Star Lab around the district.

Mr. Miller stated he has been asked by the Student Council what the students can do to support the mill levy and bond issue and added students are eager to help once a decision is made.

CURRICULUM DEVELOPMENT PROCESS

Motion was made by Ms. Fulton, seconded by Mr. Moy and carried to approve the proposed Curriculum Development Process. (VOTE--Yes: Dayton, Vogel, Fulton, Givler, Harrington, Hunter, Livers, Johnson, Moy. No: none.)

ALTERNATIVE STANDARD FOR ELEMENTARY COUNSELORS

Motion was made by Mrs. Givler and seconded by Mr. Hunter to approve the Alternative Standard request to continue the utilization of Social Service Coordinator positions to accomplish the required counseling services to elementary students.

Mr. Harrington asked how many deferrals and alternative standards are in place in the district.

Dr. Toothaker stated there are deferrals of the standards for elementary librarians, class size at the primary grades, and this alternative standard for elementary counselors.

The motion was voted on and carried. (VOTE--Yes: Dayton, Vogel, Fulton, Givler, Harrington, Hunter, Livers. No: none.)

RESOLUTIONS FOR THE 1995 TRUSTEE ELECTIONS AND THE 1995-96 LEVY ELECTIONS

Motion was made by Mr. Vogel, seconded by Mr. Livers and carried to approve adoption of the following resolution to call the 1995 Elementary District Trustee Election:

RESOLUTION To Call the 1995 Elementary District Trustee Election

WHEREAS, Section 20-3-304, MCA, prescribes April 4 as the regular school election day for the year 1995, and

WHEREAS, three trustee positions on the Board of Trustees of Helena School District No. 1, Lewis and Clark County, all for a three-year term, are subject to election on this date.

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of Helena School District No. 1, Lewis and Clark County, that an election is called for April 4, 1995, for the purpose of electing three trustees for three-year terms, and

BE IT FURTHER RESOLVED, that the election for this purpose shall be conducted as follows:

- 1. The polls shall open at 12:00 noon and close at 8:00 p.m.
- 2. The judges shall be appointed by the clerk of the district with at least three judges per polling place, and
- 3. The polling places shall be located at the following locations which shall service the area identified by county precinct number.

| POLLING PLACE | COUNTY PRECINCT NUMBER |
|-----------------------|--------------------------------|
| Hawthorne School | 5 & 7 |
| Broadwater School | 8, 10 & 11 |
| Central School #1 | 1 & 3 |
| Central School #2 | 2 & 4 |
| Bryant School | 14 |
| Lincoln School | 20 |
| Ray Bjork School | 15 & 18 |
| Jefferson School | 6 & 17 |
| Rossiter School | 24, 25 & 46 |
| Smith School | 16 & 19 |
| Four Georgians School | 12, 13 & 23 |
| Jim Darcy School | 26, 34 & 35 |
| Warren School | 36, 37, 45 and School District |
| | No. 1 residents of 38 and 44 |

(VOTE--Yes: Dayton, Vogel, Fulton, Givler, Harrington, Hunter, Livers. No: none.)

Motion was made by Mrs. Givler, seconded by Mr. Livers and carried to approve adoption of the following resolution for the elementary district 1995-96 special levy:

RESOLUTION FOR ELEMENTARY DISTRICT 1995-96 SPECIAL LEVY

WHEREAS, Section 20-20-201, MCA authorizes the Board of Trustees to call an election, and

WHEREAS, Section 20-9-353, MCA authorizes the Board of Trustees to call an election for the approval of a special levy for the purpose of financing the general fund, and

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of Helena School District No. 1, Lewis and Clark County:

That an election is called for April 4, 1995 for the purpose of considering a special levy proposition for the Helena High School District general fund for the 1995-96 fiscal year.

BE IT FURTHER RESOLVED, that the election for this purpose shall be conducted as follows:

- 1. The polls shall open at 12:00 noon and close at 8:00 p.m.
- 2. The judges shall be appointed by the clerk of the district with at least three judges per polling place, and
- 3. The polling places shall be located at the following locations which shall service the area identified by county precinct number.

| POLLING PLACE | COUNTY PRECINCT NUMBER |
|--|-----------------------------------|
| Hawthorne School | 5 & 7 |
| Broadwater School | 8, 10 & 11 |
| Central School #1 | 1 & 3 |
| Central School #2 | 2 & 4 |
| Bryant School | 14 |
| Lincoln School | 20 |
| Ray Bjork School | 15 & 18 |
| Jefferson School | 6 & 17 |
| Rossiter School | 24, 25 & 46 |
| Smith School | 16 & 19 |
| Four Georgians School | 12, 13 & 23 |
| Jim Darcy School | 26, 34 & 35 |
| Warren School | 36, 37, 45 and School |
| | District No. 1 residents of |
| | 38 and 44 |
| (VOTEYes: Dayton, Vogel, Fulton, Givler, F | Harrington Hunter Livers No. none |

Motion was made by Mr. Vogel, seconded by Mr. Moy and carried to approve adoption of the following resolution to call the 1995 High School District Nomination District No. 1 Election:

RESOLUTION To Call the 1995 High School District Nomination District No. 1 Election

WHEREAS, Section 20-3-304, MCA prescribes April 4, as the regular election day for the year 1995, and

WHEREAS, the trustee position in Trustee Nominating District No. 1 (Kessler, Canyon Creek, Craig, Wolf Creek and Birdseye Schools) for a three year term will be subject to election on this date.

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of Helena High School District No. 1, Lewis and Clark County that an election is called for April 5, 1995 for the purpose of electing an additional high school trustee residing in Trustee Nominating District No. 1 for a three year term, and

BE IT FURTHER RESOLVED, that the election for this purpose be conducted as follows:

- 1. The polls shall open at 12:00 noon and close at 8:00 p.m.
- 2. The judges shall be appointed by the clerk of the district with at least three judges per polling place, and
- 3. The polling places shall be located at the following locations which shall service the area identified by county precinct number.

| POLLING PLACE | COUNTY PRECINCT NUMBER |
|---------------------|------------------------|
| Kessler School | 9, 21, 22 |
| Birdseye School | 27 |
| Canyon Creek School | 28 |
| Wolf Creek School | 31 & 33 |
| Craig School | 32 |

(VOTE--Yes: Dayton, Vogel, Fulton, Givler, Harrington, Hunter, Livers, Johnson, Moy. No: none.)

Mr. Roessner stated there is a correction to the resolution for the high school district special levy in that East Helena Main Street School should be the polling place for county precinct numbers 41 and 42 and the East Helena Fire Hall will be the polling place for county precinct number 43 and School District No. 9 residents of 44.

Motion was made by Mr. Vogel, seconded by Mrs. Givler and carried to approve adoption of the following resolution for the high school district special levy as amended:

AMENDED RESOLUTION FOR HIGH SCHOOL DISTRICT 1995-96 SPECIAL LEVY

WHEREAS, Section 20-20-201, MCA authorizes the Board of Trustees to call an election, and

WHEREAS, Section 20-9-353, MCA authorizes the Board of Trustees to call an election for the approval of a special levy for the purpose of financing the general fund, and

WHEREAS, the prescribed budgeting authority in Section 20-9-307, MCA is not adequate for the financing of the existing education program.

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of Helena High School District No. 1, Lewis and Clark County:

That an election is called for April 4, 1995 for the purpose of considering a special levy proposition for the Helena High School District general fund for the 1995-96 fiscal year.

BE IT FURTHER RESOLVED, that the election for this purpose shall be conducted as follows:

- 1. The polls shall open at 12:00 noon and close at 8:00 p.m.
- 2. The judges shall be appointed by the clerk of the district with at least three judges per polling place, and
- 3. The polling places shall be located at the following locations which shall service the area identified by county precinct.

| POLLING PLACE | COUNTY PRECINCT NUMBER |
|-------------------------------|---|
| Kessler School | 9, 21, 22 |
| Birdseye School | 27 |
| Canyon Creek School | 28 |
| Wolf Creek School | 31 & 33 |
| Craig School | 32 |
| East Helena Main St. School | 41 & 42 |
| York School Community Center | School District No. 9 residents of 38 |
| Canyon Ferry Community Center | 39 |
| Lakeside Fire Hall | 40 |
| East Helena Fire Hall | 43 and School District No. 9 Residents of 44 |

(VOTE--Yes: Dayton, Vogel, Fulton, Givler, Harrington, Hunter, Livers, Johnson, Moy. No: none.)

MINUTES

Motion was made by Ms. Fulton, seconded by Mr. Johnson and carried to approve the minutes for the regular meeting January 10 and special meetings January 26 and 31, 1995, as presented. (VOTE--Yes: Dayton, Vogel, Fulton, Givler, Harrington, Hunter, Livers, Johnson, Moy. No: none.)

WARRANTS

Motion was made by Ms. Fulton, seconded by Mr. Johnson and carried to approve the warrants for January, 1995, as presented. (VOTE--Yes: Dayton, Vogel, Fulton, Givler, Harrington, Hunter, Livers, Johnson, Moy. No: none.)

PERSONNEL ACTIONS REPORT

Motion was made by Ms. Fulton, seconded by Mr. Johnson and carried to approve the following Personnel Actions Report for the period of January 10 through February 14,

PERSONNEL ACTIONS January 10, 1995 through February 14, 1995

CERTIFICATED PERSONNEL

Appointments

| Name Paul Stetzner Kathryn Collins Pam Tyree | Effective 1/23/95 1/23/95 1/21/95 | Location/Assignment CHS / Business Ed. (Temp) HHS / Math (Temp) HMS / 6th Grade (50 Temp) | Salary \$115.99/day \$ 96.66/day |
|--|--|---|---|
| Helga Stimson Jeffrey Wulf | 1/21/95 1/30/95 1/26/95 | HMS / 6th Grade (.50 Temp) CRA / P.E. (.50 Temp) CHS / Industrial Arts (.42) | \$ 56.21/day \$ 88.93/day \$5,834.40 |

^{*}Temporary Contract. Contract expires 6/8/95 or upon the return of the regular classroom teacher, whichever occurs

Terminations

| <u>Name</u> | Effective Date | <u>Location/Assignment</u> <u>Leaves</u> | Reason |
|-------------|-----------------|---|-----------------|
| <u>Name</u> | Term | <u>Location/Assignment</u> | Type of Leave |
| Amy Sangwin | Second Semester | HHS / English | .33 Medical LOA |

Change in Contract

| Name | Trom | To | Effective Date |
|------|------|----|----------------|
| Name | From | 10 | Effective Date |

CLASSIFIED PERSONNEL

Terminations

| Cindy Henderson 1/20/95 HMS / SSC TA Personal | <u>Name</u> | Effective Date | Location/Assignment | <u>Reason</u> |
|---|-----------------|----------------|-----------------------|------------------|
| | Micki Bennett | 1/30/95 | Copy Center / Printer | Other Employment |
| | Cindy Henderson | 1/20/95 | HMS / SSC TA | Personal |

Appointments

| <u>Name</u> | Effective Date | Location/Assignment | Salary |
|------------------|----------------|--------------------------------|------------|
| Audry Cameron | 1/20/95 | IMC / Temp Project Asst. | \$5.00/hr. |
| Melanie Eldredge | 1/25/95 | CRA / SSC TA | \$5.25/hr. |
| Stacy Davis | 1/17/95 | Four G's / Temp SSC TA | \$5.25/hr. |
| Bonnie Caldwell | 2/1/95 | Bryant - Broadwater / Hosts TA | \$5.25/hr. |

Leaves

| <u>Name</u> | <u>Term</u> | <u>Location / Assignment</u> | <u>Type</u> |
|-------------|-------------|------------------------------|-------------|
|-------------|-------------|------------------------------|-------------|

SUPPLEMENTARY CONTRACT ASSIGNMENTS:

Assignment/Location <u>Name</u> Salary

(VOTE--Yes: Dayton, Vogel, Fulton, Givler, Harrington, Hunter, Livers, Johnson, Moy. No: none.)

JANUARY 1995 FINANCIAL REPORT

Motion was made by Ms. Fulton, seconded by Mr. Johnson and carried to approve the Financial Report for January, 1995, as presented. (VOTE--Yes: Dayton, Vogel, Fulton, Givler, Harrington, Hunter, Livers, Johnson, Moy. No: none.)

APPROVAL OF 1993-94 AUDIT REPORT

Motion was made by Ms. Fulton, seconded by Mr. Johnson and carried to approve the 1993-94 Audit Report by Galusha, Higgins, and Galusha as presented at the meeting on January 10, 1995. (VOTE--Yes: Dayton, Vogel, Fulton, Givler, Harrington, Hunter, Livers, Johnson, Moy. No: none.)
2.0 HEARING RECOMMENDATION

Motion was made by Ms. Fulton, seconded by Mr. Johnson and carried to approve the determination of the 2.0 Hearing Officer in the case of student L.T. (VOTE-Yes: Dayton, Vogel, Fulton, Givler, Harrington, Hunter, Livers, Johnson, Moy. No: none.)

BUS BID AWARD

Motion was made by Ms. Fulton, seconded by Mr. Johnson and carried to approve the following recommended bid award for the purchase of a bus for daytime field trips and after-school, short-distance activity trips:

VENDOR Hartley's Bus Sales TYPE BUS BID 1995 Blue Bird TC

AMOUNT \$61,987.90

(VOTE--Yes: Dayton, Vogel, Fulton, Givler, Harrington, Hunter, Livers, Johnson, Moy. No: none.)

FURNITURE BID AWARD

1429 Helena Avenue Helena, MT 59601

Motion was made by Ms. Fulton, seconded by Mr. Johnson and carried to approve the following recommended bid awards for elementary equipment and furniture:

| VENDOR Colborn's P.O. Box 2530 Billings, MT 59103-2530 | <u>BID AWARD</u> \$25,628.00 |
|--|---------------------------------|
| Northern School Supply Company P.O. Box 429 422 Second Street South Great Falls, MT 59403 | 9,976.17 |
| Glacier Industrial Materials 1300 Marshall Lane Helena, MT 59601 | 22,113.00 |
| Paul's Office Products 1609 11th Avenue Helena, MT 59601 | 1,338.20 |
| Helena Office Equipment 1732 North Montana Avenue Helena, MT 59601 | 4,828.20 |
| Davis Audio-Visual, Inc. P.O. Box 31985 Billings, MT 59107 | 2,152.00 |
| Davis Business Machines | No Bid |

TOTAL

\$66,035.57

(VOTE--Yes: Dayton, Vogel, Fulton, Givler, Harrington, Hunter, Livers. No: none.)

ADJOURNMENT

Chair Dayton adjourned the meeting at 9:50 p.m.

Respectfully submitted,

Lucy B. Dayton, Chair 3.74.9:

Clifford D. Roessner Business Manager and Clerk

MINUTES OF THE SPECIAL MEETING MARCH 23, 1994 OF THE BOARD OF TRUSTEES, SCHOOL DISTRICT NO. 1 AND HIGH SCHOOL DISTRICT NO. 1, LEWIS AND CLARK COUNTY

The special meeting of the Board of Trustees was called to order by Lucy Dayton, Chair, in the Conference Room of the May Butler Center, 55 South Rodney, Helena, Montana, at 12:05 p.m.

ATTENDANCE

Lucy Dayton, Chair
Bob Vogel, Vice Chair
Debra Fulton
Barbara Givler
Cort Harrington
Chris Hunter
Judy Wright, Trustee for High School District

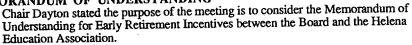
Members Absent:

Tom Livers Rich Moy, Trustee for High School District Jenny Kaleczyc, Capital High School Student Representative Maureen McNellis, Helena High School Student Representative

Gary Toothaker, Superintendent of Schools
Erv Winslow, Curriculum and Instructional Delivery
Marion Evenson, Director of Student Support Services
Cliff Roessner, Business Manager and Clerk
Shirley DeVoe, Asst. Director, Student Services
Jim Opitz, Director of Activities
JaLayne Smith, Recorder

GUESTS: Julie Hasler, Joseph Nugent, Jodi Hill, Joe Fleming, Barbara LaRue, Rich Meyer

TEMORANDUM OF UNDERSTANDING



Mrs. Wright asked if the calculated savings is based on teachers new to the district being hired to replace the retiring teachers.

Mr. Roessner stated it is.

Dr. Toothaker stated the HEA has seen the proposal and it has been approved by the Executive Board. He stated there has been a great deal of discussion on the current retirement incentive and there is no evidence that it operates as an incentive but is considered more of a benefit and the language needed to be clarified that the current provision has been operating as an incentive.

Mr. Hunter asked how long the early retirement incentive has been in the contract.

Mr. Roessner stated it has been included for four years.

Ms. Fulton stated this memorandum is a one time offer and all deadlines would be strictly enforced.

Ms. Hasler stated there has been a question of what would happen if a teacher applied for this but because of seniority was not one of the people granted the incentive, would they then be able to retract their retirement.

Mr. Harrington stated their retirement could be contingent on being granted the incentive.

Mr. Vogel stated he is excited about this incentive and there was a great deal of discussion on the concept. He stated one thing that should be understood is that it could create some scrambling in the district because of teachers changing positions due to retirements.

Mrs. Givler stated it is her understanding that as of June 1, 1994, this incentive and the language would be gone.

Chair Dayton stated this isn't part of the contract.

Ms. Fulton stated the current retirement incentive in the contract will remain.

Mr. Hunter asked how many people will apply for this.

Ms. Hasler stated that isn't known and although the memorandum provides for 53 retirements, it isn't expected there will be that many.

Mr. Vogel stated the committee did look at the Bozeman example and they didn't have anywhere close to 53 retirements.

Ms. Fulton stated the early retirement incentive is really a double-edged sword because it is a way to save money but the district also loses some veteran teachers.

Mr. Vogel stated the committee did discuss that as a drawback.

Motion was made by Mr. Vogel, seconded by Ms. Fulton and carried to approve the proposed Memorandum of Understanding for Early Retirement Incentives between the Board and the Helena Education Association. (VOTE-Yes: Dayton, Vogel, Fulton, Givler, Harrington, Hunter, Wright. No: none.)

Dr. Toothaker stated information sessions will be held for teachers so they have the opportunity to learn about the incentive and decide what is best for them.

LEVY COMMITTEE

Mr. Vogel stated the committee to promote the levy has met and Chase Hibbard and Holly Kaleczyc will be co-chairing that committee. He stated no taxpayer dollars will be used for this and asked trustees to donate.

Ms. Hasler stated the HEA is also helping with the effort and will be making a donation.

ADJOURNMENT

Chair Dayton adjourned the meeting at 12:20 p.m.

Respectfully submitted,

Clifford D. Roessner

Business Manager and Clerk

MINUTES OF THE REGULAR MEETING APRIL 12, 1994 OF THE BOARD OF TRUSTEES, SCHOOL DISTRICT NO. 1 AND HIGH SCHOOL DISTRICT NO. 1, LEWIS AND CLARK COUNTY

The regular meeting of the Board of Trustees was called to order by Lucy Dayton, Chair, in the Board Room at Central School, 402 N. Warren, Helena, Montana, at 7:06 p.m.

ATTENDANCE

Lucy Dayton, Chair
Bob Vogel, Vice Chair
Barbara Givler
Cort Harrington
Chris Hunter
Tom Livers
Richard Moy, Trustee for High School District
Don Johnson, newly elected Trustee for High School District
Maureen McNellis, Helena High School Student Representative

Members Absent:
Debra Fulton
Jenny Kaleczyc, Capital High School Student Representative

Gary Toothaker, Superintendent of Schools
Erv Winslow, Curriculum and Instructional Delivery
Mike Cummings, Acting Principal, Helena High School
Marion Evenson, Director of Student Support Services
Cliff Roessner, Business Manager and Clerk
Shirley DeVoe, Asst. Director, Student Services
Terry Pipinich, Director of Buildings and Grounds
Jim Opitz, Director of Activities
Bill Rasor, Personnel Program Manager
JaLayne Smith, Recorder

GUESTS: Justin Smith, John Fero, Holly Kaleczyc, Diane Williams, Jane Slattery, Julie Hasler, Fritz Ross, Becky Stockton, Trish Limirande, Glen Tusler, Rich Myers, Marcia Lythgoe, Jim Wooley, Ray Potter, Mike McCarthy, Joseph Nugent

ZANVASS OF APRIL 5, 1994, ELECTION RESULTS

Mr. Roessner stated the canvass of the April 5, 1994, election shows the election of Bob Vogel and Tom Livers to elementary trustee positions and Don Johnson as high school trustee. He stated the elementary levy passed by a vote of 3,614 for to 2,411 against and the high school levy passed by a vote of 4,322 for to 3,161 against.

Warren Morehouse, County Superintendent of Schools for Lewis and Clark County, administered the oath of office for new trustee Don Johnson and re-elected trustees Bob Vogel and Tom Livers.

BOARD RE-ORGANIZATION

Chair Dayton stated the next order of business is the election of Board Chair.

Nomination of Lucy Dayton for Board Chair was made by Mr. Vogel and seconded by Mr. Hunter. The nomination was voted on and carried. (VOTE-Yes: Dayton, Vogel, Givler, Harrington, Hunter, Livers, Johnson, Moy. No: none.)

Chair Dayton thanked the Board for all its work during the past year. She stated this has been a difficult year for the Board but the results of the levy election show the public supports the direction the Board has taken.

Nomination of Bob Vogel for Vice Chair was made by Mr. Hunter and seconded by Mr. Johnson. The nomination was voted on and carried. (VOTE--Yes: Dayton, Vogel, Givler, Harrington, Hunter, Livers, Johnson, Moy. No: none.)

Nomination of Cliff Roessner as District Clerk was made by Mr. Moy and seconded by Mrs. Givler. The nomination was voted on and carried. (VOTE--Yes: Dayton, Vogel, Givler, Harrington, Hunter, Livers, Johnson, Moy. No: none.)

Warren Morehouse administered the oath of office for Mr. Roessner as District Clerk.

PEVIEW AND REVISION OF AGENDA

Dr. Toothaker stated he would like to add an executive session to the agenda.

RECOGNITIONS

Mike Cummings, acting principal of Helena High School, stated he is honored to introduce a very special person, Maureen McNellis. He stated Ms. McNellis was recently named the National Good Citizen of the Daughters of the American Revolution for 1993-94, the first Montanan to receive the award. He stated she has also received numerous other scholarships, has been a Hugh O'Brian Ambassador, delegate to Girls' State, assistant at the State Student Council Convention, participant in a forum on education at the State Capitol, plays trombone in the Helena High School symphonic and pep bands, participates in tennis and cross country, maintains a 4.0 grade point average, and serves as the student representative on the Board of Trustees for Helena High School. He stated Helena High School is proud of Ms. McNellis and feels she is representative of many students at the school.

Chair Dayton stated the Board has been lucky to have both Ms. McNellis and Ms. Kaleczyc serve as student representatives. She stated she is not surprised that she has won a national award as she is capable, articulate, and intelligent.

Mr. Harrington stated he suspects this won't be the last award Ms. McNellis will win.

Dr. Toothaker stated the second individual he would like to recognize is Holly Kaleczyc for her work as a parent/volunteer in the Helena schools. He stated she has served on many district committees and is always willing to give of her time, energy, and resources to benefit education in Helena.

Chair Dayton stated Ms. Kaleczyc is an exemplary person who has volunteered countless hours of her time for the schools and community.

Mr. Harrington stated it is people like Holly Kaleczyc who make serving as a trustee worthwhile.

Mr. Johnson stated education in Helena is better because of her participation.

Mr. Vogel stated Holly Kaleczyc is one of the finest individuals he has ever had the opportunity of meeting.

COLLABORATIVE BARGAINING COMMITTEE REPORT

Mr. Vogel stated the committee is making progress and has come to some positive decisions on the role of the HEA president. He stated the committee will be meeting in all day sessions on April 18 and 19.

SELECTION OF STUDENT REPRESENTATIVES

Chair Dayton stated preliminary information has gone out to students on the selection of student representatives on the Board of Trustees and asked for volunteers to serve on the selection committee with the current student representatives.

Shirley DeVoe stated the new student representatives will be presented to the Board in May and seated at the June 12th meeting.

Mr. Livers, Mr. Moy, and Mrs. Givler volunteered to serve on the selection committee.

STUDENT REPRESENTATIVE REPORT

Ms. McNellis stated she has been in Baltimore writing education proposals and many students from the east have a goal to be able to have student representatives on the Board of Trustees. She stated Student Body election petitions are out with the elections scheduled in two weeks. She added she and Jenny Kaleczyc are working on the Forum on Education to be held on April 20.

STRATEGIC PLAN

Dr. Toothaker stated a public hearing on the revised Strategic Plan will be held on April 18 at Helena Middle School with a hearing officer presiding. He stated a work session for the Board is scheduled for April 21 with a tentative adoption date of April 28.

Mr. Livers asked for a review of what is happening with the input process at the building

Dr. Toothaker stated each site has been asked to conduct a review of the revision and submit reports by April 15.

NSBA MEETING

Chair Dayton stated four trustees attended the National School Boards Association meeting in New Orleans.

Mrs. Givler stated this is the fourth NSBA meeting she has attended and it is exciting to have the opportunity to talk with the other 15-16 thousand trustees who attend. She stated the most difficult part is to select from the many workshops offered and she brought back materials for other trustees.

Mr. Moy reported he attended a workshop on Strategic Planning and found it interesting to compare the process the district used with other processes. He stated other topics included innovation, outcome based education -- its successes, failures, and history, and how other district approach the issue of values.

Mr. Harrington stated he attended a session on tracking which was quite controversial.

Mr. Moy stated he would like to have a meeting to allow time to share ideas and information from the convention with the rest of the Board.

GOVERNANCE COMMITTEE

Mr. Hunter stated the Governance Committee will be meeting on April 21 and talking about the job description for the superintendent. He asked for information compiled when the district was recruiting and Dr. Toothaker hired.

TRUSTEES TO ATTEND GRADUATION

Dr. Toothaker stated trustees are needed to hand out diplomas at graduation and asked that anyone interested contact Chair Dayton or him so a decision can be made.

SOCIAL SERVICES COORDINATOR PROGRAM

Marion Evenson updated trustees on the Social Services Coordinator Program which was started as a response to the requirement for elementary counselors. She stated she is proud of both the document and the program.

Mrs. Evenson stated a decision will have to be made by the Board on whether to apply for an alternative standard or deferral for this program to meet accreditation standards for elementary counselors and she will be visiting with the Office of Public Instruction on that matter. She added when the document was brought to the Counseling Curriculum Committee, they asked that the program be K-12 so that is in the process.

Mr. Livers stated how it is known the program is both effective and cost efficient.

Mrs. Evenson stated it would have cost \$250,000 to provide the number of counselors needed to meet accreditation standards and this program utilizes funds in a different way. She stated the principals at the schools are very pleased with the program and that tells her it is working. She added when position openings are advertised, people in the community who have worked in counseling for a long time are choosing to join the program.

Chair Dayton stated the staff is listed in the document and she assumes they all participated in creating the document and are supportive of it. She asked if they would recommend that the Board ask for an alternative standard or a deferral.

Mrs. Evenson stated all the staff are proud of the document and she feels they would rather see the district ask for an alternative standard rather than a deferral.

Chair Dayton stated the Board supports having elementary counselors but there is a price tag and this is a viable option for providing services. She thanked Mrs. Evenson for keeping the Board informed on the program.

HIGH SCHOOL DARE PROGRAM PROPOSAL

Mr. Winslow stated the district is presently not in compliance with federal regulations for drug and alcohol education K-12. He stated the risk surveys for drug and alcohol use show Montana youth continue to rank high in alcohol consumption and the use of tobacco is on the rise.

Mr. Winslow stated the Physical Education Curriculum Committee was charged with developing a 3-5 day curriculum to satisfy the federal regulations at the 9th grade level and the 11th and 12th grades will be dealt with at a later date. He stated it is the committee's recommendation that the high school DARE program be used to meet that requirement, even though it extends to eleven days.

Officer Mike McCarthy of the Sheriff's department stated there are a number of DARE programs at the high school level in the state. He stated the officers are in the schools as instructors, not officers.

Mr. Winslow stated approval of the request would involve training officers and teachers at a cost of about \$7,000. He added the only cost in subsequent years would be for the booklets used.

Mr. Harrington asked if the program is different than at the elementary level.

Officer McCarthy stated the program is different as it addresses different areas such as rules, laws, being an adult, and dealing with anger.

Mrs. Givler asked if adoption of the program would fulfill the requirements at the high school level.

Mr. Winslow stated it would for the 9th grade level but not at the 11th and 12th grades.

Mr. Johnson asked if that non-compliance is creating a problem.

Mr. Winslow stated it isn't as long as the district can demonstrate it is making progress in working toward compliance.

Mr. Livers asked what is done at the middle school level.

Mr. Winslow stated instruction is included in health classes at the middle school level although there is a problem because some eighth graders don't take health if they are taking a different elective such as foreign language.

Mrs. Givler asked how the eleven days would added to the curriculum.

Mr. Winlsow stated the Physical Education Curriculum Committee would decide where to make changes to fit it in.

Mr. Vogel asked if there is any way to compare the costs of DARE and other programs.

Mr. Winslow stated DARE is the least costly.

Mr. Harrington asked where the funding would come from.

Mr. Winslow stated it would come from the general fund.

Chair Dayton stated asking for a decision on this in May is out of synch with the rest of the budget process. She stated there hasn't been an effective evaluation done of the DARE program at the elementary level and she would like to see that information.

Mr. Moy stated he would also like to see an evaluation before investing \$7,000 in expanding the program. He stated this is a high priority item that is important at the high school level.

Mr. Livers agreed the evaluation data is needed but adding DARE at the high school level for \$7,000 would probably be a steal.

RECESS

Chair Dayton called for a recess at 8:45 p.m. She returned the meeting to regular session at 8:57 p.m.

CURRICULUM REVISIONS

Mr. Winslow stated he is still working with the curriculum sub-committees in science and vocational education and will get summary materials to trustees later in the month.

BUDGET CALENDAR

Dr. Toothaker stated changes have been made in the budget calendar and the latest revision is included in the agenda material.

DRIVERS' EDUCATION FEE INCREASE

Mr. Roessner stated the special session of the legislature took away some funding for the state reimbursement for drivers' education and the district needs to increase its charge to students from \$110 to \$130 to keep the program at the break even point. He stated action will be requested on this item at a later meeting.

BOND PROJECTS

Mr. Pipinich stated two bid openings will be conducted on May 5 for the main projects to be done this year through the elementary bond project. He stated each involves work to be done at four schools.

Mr. Hunter asked what is happening with the kitchen at Capital High School.

Mr. Pipinich stated the project has been started.

Chair Dayton stated she hopes most of the work on the schools can be done during the summer so there isn't as much disruption during the school year.

MARCH FINANCIAL REPORT

Mr. Roessner stated there are only two months left when the district will be spending large amounts of money and most budget items are on target.

Dr. Toothaker stated the Strategic Plan area does have some encumberances that aren't reflected.

Mr. Harrington asked is there have been many responses to the early retirement option.

Dr. Toothaker stated there have been 35 inquiries or letters as of this afternoon.

SIMMS/STEM

Mr. Winslow stated since the inception of SIMMS, schools have made significant changes in how math and science are taught. He stated information on the project is included in the agenda material and he has asked Wendy Driscoll to explain what the project is about and what Helena is doing.

Mrs. Driscoll stated SIMMS is taught with a problem solving, problem centered approach that uses an integrated curriculum in math and science. She stated the primary goal of the project was to increase participation in those areas by female and Native American students. She stated 80 schools in Montana are now teaching SIMMS material that is being written by Montana teachers. She added technology is vital to the project and students learn how to use the proper technology at the proper time.

Clay Burkett and Patty Mazurek reported on the history of SIMMS in Helena and how it is being used at the two high schools.

Mrs. Givler asked if STEM is the part of the project for middle schools and is it being taught in Helena.

Mr. Burkett stated STEM is for grades 6-8 and there is one teacher in the district piloting material as part of a nationwide project.

Mrs. Givler asked if SIMMS ties in with nationwide trends for teaching math and science.

Mr. Burkett stated there are similar projects throughout the nation.

Mrs. Driscoll stated the Helena district received the largest amount of SIMMS funding in the state.

Mr. Harrington stated this is an exciting project but the district also has some exciting math teachers. He stated math books are expensive and asked is the project uses textbooks.

Mrs. Driscoll stated the biggest expense with the project is for technology.

Mr. Livers stated he is supportive of the project but has heard concerns from parents that the project is still new and some de-bugging may be necessary.

Mrs. Mazurek stated it has been piloted in the district for two years so most of that has been done.

PURCHASE OF PROPERTY

Mr. Roessner stated an appraisal was done on the property by the maintenance building. He stated the appraisal was \$50,000 and the seller is asking \$65,000.

Mr. Pipinich stated his fear is that the seller will get tired of waiting and put the property on the market.

WEAPONS IN THE SCHOOLS POLICY

Dr. Toothaker stated it is his recomendation that the Board adopt the following proposed policy concerning weapons in the schools:

WEAPONS IN THE SCHOOLS

The Board of Trustees determines that possession and/or use of a weapon by any person within the district is detrimental to the welfare and safety of the students and school personnel.

Except as provided in 45-8-317 M.C.A., possession and/or use of any dangerous or deadly weapon in any school building, in any school vehicle, or at any school-sponsored activity is prohibited. Such weapons include, but are not limited to, any pistol, revolver, rifle, shotgun, air gun, or spring gun; slingshot; bludgeon; brass knuckles or artificial knuckles of any kind; knife having a blade of greater than four inches, any knife the blades of which can be opened by a flick or a button or pressure on the handle, or any pocketknife where the blade is carried in a partially-opened position.

The possession or use of any such weapon will require that proceedings for the suspension and/or expulsion of a student involved will be initiated immediately by the principal.

The superintendent or building administration may waive specific provisions of this policy on a case-by-case, temporary basis for educationally-related activities.

Motion was made by Mr. Moy, seconded by Mr. Livers and carried to approve the proposed policy for Weapons in the Schools. (VOTE--Yes: Dayton, Vogel, Givler, Harrington, Hunter, Livers, Johnson, Moy. No: none.)

STAFF DEVELOPMENT

Dr. Toothaker stated it is his recommendation that the proposed Staff Development Plan for 1994-95 be approved.

Motion was made by Mr. Harrington and seconded by Mr. Vogel to approve the proposed 1994-95 Staff Development Plan.

Mr. Vogel stated he would like to thank the committee for its work.

Justin Smith stated the plan contains 63 workshops and the committee feels it includes something for everyone.

The motion was voted on and carried. (VOTE--Yes: Dayton, Vogel, Givler, Harrington, Hunter, Livers, Johnson, Moy. No: none.)

MINUTES

Mr. Moy noted the following correction to the minutes of the special meeting March 14, 1994:

Page 81, paragraph 6, should state that computers are not available to 7th and 8th grade students at C.R. Anderson.

Motion was made by Mr. Harrington, seconded by Mr. Livers and carried to approve the minutes of the regular meeting March 8 and special meetings March 3, 7, 10, 14, 17, 21, and 23, 1994, as corrected. (VOTE--Yes: Dayton, Vogel, Givler, Harrington, Hunter, Livers, Johnson, Moy. No: none.)

WARRANTS

Motion was made by Mr. Harrington, seconded by Mr. Livers and carried to approve the warrants for March, 1994. (VOTE-Yes: Dayton, Vogel, Givler, Harrington, Hunter, Livers, Johnson, Moy. No: none.)

PERSONNEL ACTIONS REPORT

Motion was made by Mr. Harrington, seconded by Mr. Livers and carried to approve the following Personnel Actions Report for the period of March 8 through April 12, 1994:

PERSONNEL ACTIONS
March 8, 1994 through April 12, 1994

CERTIFICATED PERSONNEL

Appointments

Name Scott Evans Peggy Roberts Effective Date 3/7/94

4/5/94

<u>Location/Assignment</u> HHS / History <u>Salary</u> \$96.66/day* \$96.66/day*

*Temporary Contract. Contract expires 6/8/94 or upon the return of the regular classroom teacher which ever occurs first.

Jefferson / Fourth

Terminations

Name
Karen Sexton
Thomas Ferguson

Effective Date 6/22/94 6/8/94

Location/Assignment Rossiter / Principal CHS / Industrial Arts Reason Retirement Retirement

In accordance with the provisions of Montana Code Annotated, 20-4-206, and the specific notification provisions of the 1993-1994 Negotiated Agreement, the Trustees shall provide written notice by May 1, 1994, to all non-tenured teachers who have been reelected or terminated. The Board must take action to terminate non-tenured teachers who were temporarily employed during the 1993-1994 school year.

In accordance with the above provisions the following teachers will not be renewed and their services are terminated at the end of their 1993-94 contract for the reason that the Board of Trustees have determined that financial condition of the school district requires a reduction in force and/or that their employment was temporary:

Kristen Basinger; Mathew Brophy; Julie Chaffee; Jeffrey Cowee; Tami Darlow; Robyn Duff; Joan Goldstein; Gail Graham; William Hunthausen; Margaret Orendorff; Karen Stout-Suenram; Gerald McCarthy; Tirzah Bruski; William Davis; William Eiker; Scott Evans; Paulette Hutcheon; William Kaiser; Jack Kober; Mark Nevala; Lisa Schuma; Marcia Snyder; and David Winterburn.

Leaves

Name

Term

Location/Assignment

Type of Leave

Change in Contract

<u>Name</u>

From

<u>To</u>

Effective Date

CLASSIFIED PERSONNEL:

Terminations

Name Cathy Ransier Effective Date 4/1/94

Location/Assignment
HHS / SSC Teacher Assistant

Reason Personal

Appointments

Na me Mark Curtis Debbie Knudson Caleen Macy Effective Date 4/13/94

2/14/94 3/21/94 Location/Assignment
Payroll / Payroll Accountant
HHS / Counselor Secretary (.50)
HHS / Study Center T.A.

\$26682.00/yr. \$576.50/month \$5.00/hr.

Leaves

<u>Name</u>

Term

Location / Assignment

Type

SUPPLEMENTARY CONTRACT ASSIGNMENTS:

Peggy Manion

Assignment/Location Asst. Volleyball / CRA

Salary \$429.00

(VOTE--Yes: Dayton, Vogel, Givler, Harrington, Hunter, Livers, Johnson, Moy. No:

BID AWARDS

Motion was made by Mr. Harrington, seconded by Mr. Livers and carried to approve the following recommended bid award for five computers and a printer in the Capital High Vo-Ed Department:

Gateway 2000 (computers)

\$12,400

Computerland (printer)

\$ 295

(VOTE--Yes: Dayton, Vogel, Givler, Harrington, Hunter, Livers, Johnson, Moy. No: none.)

EXECUTIVE SESSION

Chair Dayton called for an executive session at 10:15 p.m. stating that the next item to come before the Board involves personnel and it is her determination that the privacy rights of the individual outweigh the merits of public disclosure.

ADJOURNMENT

Chair Dayton returned the meeting to regular session and called for adjournment at 9:40 p.m.

Respectfully submitted,

Clifford D. Roessner Business Manager and Clerk

MINUTES OF THE REGULAR MEETING OF JUNE 11, 2013 HELENA SCHOOL DISTRICT NO. 1, LEWIS AND CLARK COUNTY

The Board of Trustees Meeting of the Board of Trustees was called to order by Vice Chair Prezeau at the Ray Bjork Learning Center, 1600 8th Avenue, Helena, Montana, at 6:00 p.m.

ATTENDANCE – Present unless otherwise noted.

Libby Goldes - excused
Cherche Prezeau
Aidan Myhre - excused
Terry Beaver
Libbi Lovshin
Betsy Baur - excused
Ellen Feaver
Vacant, Trustee for High School District
Joe Cohenour, Trustee for High School District
Aidan Wade, Capital High School Representative
Triona Matheson, Helena High School Representative

Dr. Kent Kultgen, Superintendent of Schools
Greg Upham, Assistant Superintendent of Schools
Kim Harris, Business Manager
Barb Ridgway, Technology Services Administrator
Pam Birkeland, Data Assessment Administrator
Teresa Burson, Curriculum/Literacy Administrator
Jim Opitz, Activities Administrator - excused
John Carter, Director of Support Services
Bill Rasor, Personnel Service Administrator
Lisa Lowney, Student Services Administrator - excused
Fong Hom, Recording Secretary - excused

GUESTS

Walt Chancy, Barbara Rush, Karl Kallin

I. CALL TO ORDER AND PLEDGE OF ALLEGIANCE

Vice Chair Prezeau called the regular board meeting to order at 6:00 p.m. and led the Pledge of Allegiance.

II. GENERAL PUBLIC COMMENT

There were no public comments at this time.

III. OATH OF OFFICE FOR 2013-14 BOARD OF TRUSTEES STUDENT REPRESENTATIVES:

Aiden Wade – Capital High School – 2013-2014 Student Representative for the Board of Trustees

Triona Matheson – Helena High School – 2013-2014 Student Representative for the Board of Trustees

Kim Harris gave the oath of office to the new Student Trustees. Vice Chair Prezeau welcomed the student trustees and asked both Triona Matheson and Aiden Wade to introduce themselves and their families.

IV. REVIEW AGENDA

Ellen Feaver asked Item E, Financials Year-to-Date be removed from the Consent Items for further discussion.

V. RECOGNITIONS

Taylor Blossom – Capital High School – 2013 Montana State Out Loud Champion

Mary Ann Schatt, Capital High, introduced Taylor Blossom, who won the State Poetry Out Loud Competition. She said that Taylor will be going to Washington, DC, to compete in the national competition. Taylor gave a brief background of how he got into competing at poetry competitions and recited his poem.

VI. BUSINESS

A. Items for Action (The Board will accept Public Comment on the following items):

1. Trustee Robin LeNeve's Resignation

Superintendent Kultgen said that he talked to Ms. LeNeve and she wanted him to tell the Board that she was lucky to have served on the Board and was privileged to have worked with the Trustees. The Trustees have 60 days from the date of her resignation to collect applications for her position and from that list, they will chose applicants to interview as per board policy. The process of filling a vacancy is set forth in 20-3-309, MCA.

Public Comment

There were no public comments at this time.

Motion

Joe Cohenour moved to accept Robin LeNeve's resignation. It was seconded by Ellen Feaver. The motion passed unanimously.

- 2. HEA Tentative Agreement for 2013-2014 and 2014-2015
 - Bill Rasor discussed language changes in the HEA Tentative Agreement:
 - o flexible schedules allow for teachers have flex schedules to accommodate programs that are currently ongoing
 - o sick leave new language allowing sick leave donations not only for the employee's use but to help the employee if something happened to the employee's spouse, domestic partner or minor child under the age of 18.
 - o health benefits nonparticipation account language was added that said that the nonparticipation fees that normally go into the health plan, with certain

restrictions, those nonparticipation dollars would revert back to the originative funds.

Mr. Rasor discussed the professional service commitments. All district teachers would do two professional service commitments: one has to be a building or district level commitment and the other commitment would have to follow the seven criteria as before.

Mr. Rasor discussed the PCAP salary matrix and the traditional matrix. He said that in the HEA Para Professional Agreement, the teachers decided to go with the \$500 on each step for 2 years and on the cafeteria plan, a 1% increase for next year and a 2% for 2014 and 2015.

Public Comment

Barbara Rush, 720 Holter, said that she is concerned about the balance of funds in the Health Insurance reserve.

Motion

A motion to accept the HEA Tentative Agreement was made by Joe Cohenour and seconded by Libbi Lovshin. The motion passed unanimously.

3. HEA Para Professional Tentative Agreement for 2013-2014 and 2014-2015 Mr. Rasor said that the language change is the same change that is in the teacher agreement regarding the nonparticipation account. The agreement changes the salary and benefits at 1%. One percent is equal to about \$.10/hour, and they were able to raise that to \$.15/hour. The cafeteria amount was also changed with 1% for next year and 2% for the year after that.

Public Comment

No public comment at this time.

Motion

A motion to accept the HEA Para Professional Tentative Agreement was made by Joe Cohenour and seconded by Libbi Lovshin. The motion passed unanimously.

- 4. MPEA Tentative Agreement for 2013-2015
 - Mr. Rasor discussed the language changes in the MPEA Tentative Agreement:
 - O Changes in salary and benefits language, with 1.15% increase for secretaries over two years and a change in the cafeteria plan with 1% for next year and 2% for the year after that.
 - o Changes in the nonparticipation account, sick leave donation, and the layoff protocol.
 - o Changing the probationary period from 90 days to 145 days.

Public Comment

No public comment at this time.

Motion

A motion to accept the MPEA Tentative Agreement was made by Joe Cohenour and seconded by Libbi Lovshin. The motion passed unanimously.

- 5. Health Benefits Plan for 2013-14
 - Mr. Rasor discussed the recommendations from the Health Benefits Committee:
 - o Increase the dental benefits by 5.84%; premium increase of 1%; and change the ratio for an employee/spouse combined up to 1.81% which is currently 1.78%. The inflationary costs as projected would require the plan to have \$224,000 for next year. As of April 30, the plan had a total cash balance of \$10,891,000. The unrestricted balance or unused or unallocated reserve amount was \$4,636,000. The committee recommended using \$83,000 of the \$4,636,000 to offset premium costs; with the balance of the projected need to come from reserves.
 - Requesting a wellness budget of \$201,810, which is \$72,000 more than last year's budget, and authorizing a \$10 co-pay for services at Cost Care, an urgent care facility.
 - o Changes to language in PAPCA to meet law requirements.

Ellen Feaver said that she supports the recommendations. She discussed incentivizing people with a monetary reward who do not participated in the wellness program but participates in the health screening.

Libbi Lovshin said she has concerns about the Cost Care model that is not a primary care model. It is not for people who may have a chronic illness and the providers at Cost Care cannot manage long-term disease factors that lead to higher medical costs overall. She supports taking another look at the Cost Care.

Terry Beavers asked if there were any efforts that might pertain to Cost Care's philosophy in incorporating dental or ocular services.

Public Comments Health Benefits Plan

No public comment at this time.

Motion

A motion to approve the recommendations to the Health Benefit Plan as presented was made by Joe Cohenour and seconded by Ellen Feaver. The motion passed unanimously by voice vote.

6. First Reading – Board Policies

These policies have been reviewed by the Board Policy Committee. They will be on the June 25, 2013 Board of Trustees agenda for second reading. Barb Ridgway discussed the following policies:

- a. 2040 Special Education and Accommodations (required by state law)
- b. 2050 Section 504 of the Rehabilitation Act of 1973 (required by state law)
- c. 5000 Equal Employment Opportunity (eliminates two existing policies, 3.11

Affirmative Action and 3.12 civil Rights, all incorporated into the newly revised policy)

- d. 5005 Sexual Harassment (revision based on statute and eliminates or replaces 3.13 Sexual Harassment Prevention and a review of the reporting procedure for conflict)
- e. 5015 Criminal Background Investigations (replace existing policy 3.14 Fingerprints and Criminal Background Investigations)
- f. 5020 Drug and Alcohol Free Workplace (replaces 3.07 Chemical Dependency and 3.18 Drug Free Workplace Policy)
- g. 5025 Employment and Assignment (extend a classified employee probation period from 6 months to 1 year)
- h. 5030 Abused and Neglected Child Reporting (required by statute)
- i. 5035 Staff Ethics and Political Activity (replaces 3.20 Personal Conduct with minor change in discharge determination)
- j. 5070 Disciplinary Action (replaces the existing policy 3.16 Employee Disciplinary Action Policy and 3.20 Personal Conduct)
- k. 5075 Termination of Employment (replaces payment of wages upon termination)
- 1. 5080 Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers (adheres to federal statutes and replaces the drug and alcohol testing policy)
- m. 5085 Substitutes and Student Teachers/Interns (combines the policies on substitute teaching and student teacher interns into one policy)

Public Comment

Barbara Rush, 740 Holter, asked about the use of Medical Marijuana.

- 7. Consent Action Items
 - a. Minutes from May 14, 2013 Board of Trustees Meeting
 - b. Minutes from the May 28, 2013 Board of Trustees Work Session
 - c. Approval of May, 2013 Warrants
 - d. Personnel Actions
 - e. Financial Year-to-Date May, 2013
 - f. Art and Office Supply and Duplicating Paper Bid

Ellen Feaver said she has two corrections to dates as recorded in the minutes: on page 63, it says "delegate assembly on the 27th of June" and should read the 7th of June; and on page 68 under Item F, June 11th should read June 13th.

Public Comments

No public comments at this time.

Motion

Libbi Lovshin moved to approve the Consent Agenda Items as amended, but with Consent Item E removed from consideration. The motion was seconded by Joe Cohenour. The motion passed unanimously by voice vote.

Discussion on Consent Action Item E

Ellen Feaver asked Ms. Harris about the Elementary General Fund Financial Report regarding the percentage of educator salaries left in the budget. Ms. Harris explained that

the technical and professional salaries are the salaries from the general fund to support tech services. These positions were funded but have remained vacant.

Public Comment

No public comments at this time.

Motion

A motion to accept Consent Item E was made by Libbi Lovshin and seconded by Ellen Feaver. The motion passed unanimously by voice vote.

Cherche Prezeau thanked Ms. Harris for her work in finding the best deal for purchasing art and office supplies, and duplicating paper at a cost savings to the district.

7. Items for Information

- a. Montana School Boards Association Report
 Joe Cohenour gave a report on the Delegate Assembly conference that he attended
 and also discussed the actions taken by the Delegate Assembly:
- o Addition of an educator to the K-12 Vision
- o the passage of the K-8 independent district expansion to a high school district
- o a resolution extending the leasing period from three to five years
- o school district bonding limits
- o a resolution for unusual increase enrollment threshold and the basic entitlement
- o Legislative interim committees
- o membership and attendance of the AA Caucus in the bigger school districts

Trustee Feaver said one of the discussions they had was the issue that every district should be able to build a high school but there is no discussion of how much it would cost to build a high school or the costs associated with running a high school. She said that the passage of that resolution impacts the building plans for the Helena district.

b. Policy Committee Report

Cherche Prezeau reported on the activities of the Policy Committee. She said that the policies discussed were heard at tonight's Board meeting. Mr. Cohenour said that two other policies, electronic communication and privacy of medical records, were discussed and he will provide a report to the Trustees later.

c. Budget Committee Report

Libbi Lovshin reported that the committee reviewed the tentative agreements and the accreditation requirements.

d. Health Benefits Committee Report

Ellen Feaver said that the Health Benefits Committee's recommendations were adopted by the Board of Trustees at tonight's meeting. One thing that she would add is that the cash in reserve in the year-to-date through April has grown to about \$550,000.

- e. Superintendent's Report
 - Superintendent Kultgen reported on the following:
 - o The issue of class size was taken care of by hiring more para professionals
 - o The issue of counselors was taken care of by hiring 3.2 FTEs.
 - o RFP for construction project regarding modulars
 - o RFQ for a construction manager for PAL
 - o The partnership of PAL with the YMCA for use of their facilities for classes
 - o GED/ABE will continue to be housed at Helena College
 - o Meeting with East Helena District to discuss building a high school
 - o SMA Architects presenting their findings regarding Central School
 - o The Superintendent will recommend that a decision from the Board be heard regarding the Central School issue at the July 16 Board of Trustees meeting
 - The regular Board of Trustee meeting scheduled for July 9 has been moved to July 16

Trustee Prezeau said the meeting for the Superintendent's evaluation will be on July 16, 2013, at the May Butler Center.

Barb Ridgway said that the Policy Committee will not meet on July 7 because that is a Sunday, but will be held on July 8.

VIII. ADJOURNMENT

There being no other topics for future meetings and no public comments on issues not on the agenda, the meeting adjourned at 7:35 p.m.

| Respectfully submitted, | |
|-------------------------|------|
| Cherche Prezeau, Vice C | hair |
| | |
| Kim Harris, Clerk | Date |

Board of Trustees' Agenda Rescheduled for July 29, 2013

Application item #4:

Please provide evidence that the board of trustees adopted its application for variance at an official, properly noticed meeting of its board of trustees.

Administrative Rule Criteria

10.55.604 (i)(b)

Acceptable: Sufficient evidence is provided in the application that the proposed variance was adopted at an official properly notified meeting of the Board of Trustees.



Superintendent Dr. Kent Kultgen 324-2001 Business Manager Kim Harris 324-2007

BOARD OF TRUSTEES MEETING May Butler Center 55 South Rodney

Monday, July 29, 2013 Noon

AGENDA

- I. CALL TO ORDER Pledge of Allegiance
- II. GENERAL PUBLIC COMMENT:
- III. REVIEW AGENDA:
- IV. BUSINESS:
 - A. Items for Action (The Board of Trustees will accept Public Comment on the Following Items):

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- a. Oath of Office for 2013-2014 New High School Trustee Bruce Nachtsheim
- b. Board of Public Education Variance Request
- **B.** Items for Information:
 - a. Superintendent's Report
- V. ADJOURNMENT

Variance to Standard

Application item #5:

Standard(s) for which a variance is requested, i.e. 10.55.709. If there is a program delivery standard, be sure to list it as well. For example, 10.55.1801.

Variance to Standards

10.55.1901 : SCHOOL COUNSELING PAOGRIC TO THE PAGE 1 of 1





HOME SEARCH COMMENT ABOUTUS CONTACTUS HELP

Rule: 10.55,1901

Prev Up Next

Rule Title: SCHOOL COUNSELING PROGRAM DELIVERY STANDARDS

Department: <u>EDUCATION, DEPARTMENT OF</u>
Chapter: <u>STANDARDS OF ACCREDITATION</u>
Subchapter: <u>School Counseling: Program</u>

Add to Favorites

Latest version of the adopted rule presented in Administrative Rules of Montana (ARM):

Printer Friendly Version

10.55.1901 SCHOOL COUNSELING PROGRAM DELIVERY STANDARDS

- (1) In general, school counseling shall:
 - (a) meet the following conditions:
 - (i) provide a comprehensive developmentally planned program;
 - (ii) advocate for all students and encourage students to develop to their full potential;
- (iii) respect the worth and dignity of all individuals by building trust and respecting confidentiality; and
- (iv) contribute as an integral part of the education process that is delivered through a variety of systems by school staff, students, parents, business, and industry.
 - (b) include the following practices:
- (i) maximize students' potential in the areas of academics, career, and personal/social development;
- (ii) develop a guidance curriculum presented through structured groups and classroom presentations;
- (iii) conduct individual planning using assessment, advisement, placement, and follow-up;
- (iv) deliver responsive services through individual and group counseling, consultation, and referral; and
- (v) provide system support through management, consultation with staff, community outreach, and public relations.

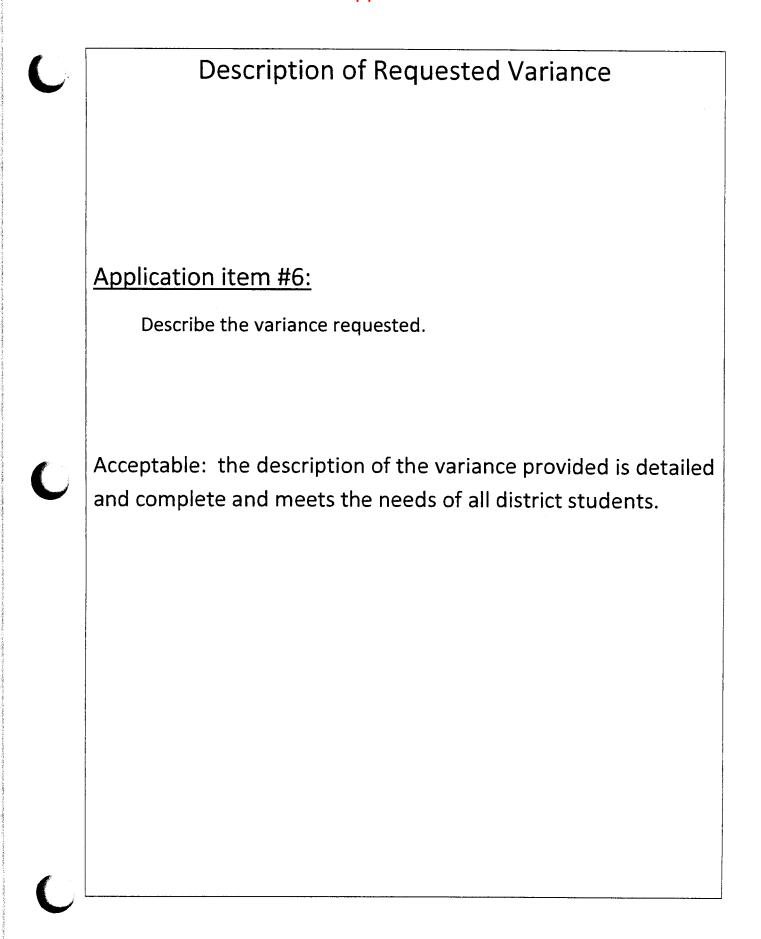
History: Sec. <u>20-2-114</u>, MCA; <u>IMP</u>, Sec. <u>20-2-121</u>, <u>20-3-106</u>, <u>20-7-101</u>, MCA; <u>NEW</u>, 1989 MAR p. 342, Eff. 7/1/89; <u>AMD</u>, 2001 MAR p. 953, Eff. 6/8/01.

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For questions regarding the content, interpretation, or application of a specific rule, please contact the agency that issued the rule. A directory of state agencies is available online at http://www.mt.gov/govt/agencylisting.asp.

For questions about the organization of the ARM or this web site, contact sosarm@mt.gov.

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ATTACHMENT:

List the accreditation rule to which this request applies.
 Accreditation rule – 10.55.710(2)

2. Submit a mission statement (what you hope to accomplish) for this proposal alternative. Like most districts, the needs of students in our elementary schools are increasing and are becoming more complex. It is the belief of the Helena School District that a traditional elementary counseling model does not provide the breadth of support and services needed by our rapidly changing student population. Helena School District #1's model truly exemplifies Twenty-first Century collaboration, problem-solving, and critical review of individual and school-based issues. Social workers bring a deep knowledge of family systems, root and effect of poverty, and skills and strategies for integration of the larger community. School psychologist combine their assessment background with a strong grounding in positive behavior supports (PBS) behavior analysis (including function of behavior), functional behavior assessment and knowledge of the elementary classroom curriculum. This combination of both professional groups insures that our students receive a combination more comprehensive level of support than under a traditional elementary counselor model. Our Social Services Coordinators meet on a monthly basis for case review, staff development, data analyses, curriculum integration strategies, and programmatic issues so there is a deep cross-discipline dialogue that enriches both disciplines.

Another argument in support of our current model has to do with the Individuals with Disabilities Education Act (IDEA) requirement to begin implementing formal Response to Intervention/Instruction (RTI). With our model we are better prepared to work with classroom teachers to provide more in-classroom supports that will foster learning and educators in designing and implementing effective adaptations and modifications for all students and thus reduce referrals to special education.

Helena Public Schools strive to provide a comprehensive education for all students. By using School Psychologists and Social Workers, the District is providing a much more comprehensive approach to support students in the K-5 setting. The array of services provided by this blended model has proved highly effective in the past two decades. Our model is strongly supported by the building administrators, staff, and parents.

3. Provide a detailed description of your alternative plan and how your school will meet or exceed the Program Area Standards and/or Content and Performance Standards.

Between 2008-2012, several changes have been made to move closer to the staff-student ratio required by the state. This alignment has also moved us closer to having the required licensure in place. All current staff members holding the non-approved licensure are nearing retirement. This state standard will be met through a selective recruitment and hiring process as attrition occurs, insuring that the staff hired will have the required licensure and skills.

ATTACHMENT: Page 2

4. List at least one specific, measurable objective (for example: affective, cognitive, or psychomotor) that clearly shows how your proposed alternative will meet or exceed the results under the current standard(s).

Given the full implementation of a newly-adopted K-12 School Counseling program, "Second Step" (anti-bullying program), Career Cruising, and other newly developed, revised, and aligned district intervention strategies (A-Team, Suicide Assessment and Intervention, 504), student discipline referrals will continue to decrease as evidenced on the Second Step, Youth Prevalence and Referral, Perception/Climate surveys, and other data.

Given the implementation of the 2012 Board-approved K-12 School Counseling program, Academic, Career, and Personal/Social Development support will provide students a deeper understanding and appreciation of the life-long process of learning, growing, and changing as individuals as evidenced on the district's Perception/Climate Survey data.

Given a 2012 School Board-approved K-12 Comprehensive School Counseling program, student/adult contact will continue to increase as evidenced on the School Counseling Program Audit data.

5. Identify formative measure (the ongoing assessment of teaching and learning during the instruction) to be used to evaluate the effectiveness of the alternative.
Referral data will indicate a downward trend in student discipline.

District Response-to-Intervention/Instruction processes will enhance the ongoing assessment of student academic, career, and personal/social development that are based on the competencies of the 2012 Helena Public Schools K-12 School Counseling Program.

6. Identify summative measures (the cumulative assessment of teaching and learning after the instruction) to be used to evaluate the effectiveness of the alternative.

The Helena Public Schools Elementary School Counseling program which is offered by School Psychologist, Social Workers, and Elementary School Counselors provides a variety of measures of assessment for students, staff, and parents in regards to the work that is accomplished each school year. Initiated in 2012, the district K-12 School Counseling Program will be audited using a survey administered yearly to administrators, counselors, and other supervisors for a comprehensive review of district-wide alignment, strengths, and areas of improvement as a means for ongoing and summative assessment. Based on the work of the Montana Behavior Initiative, all elementary as well at 6-12 buildings participate and offer yearly surveys to

students, parents, and staff in the area of school climate. Our surveys provide a comprehensive staff development designed to improve the capacities of our schools to meet the diverse and increasingly complex social, emotional, and behavioral needs of our students. Our Social Service Coordinators, Social Workers, School Psychologists review the data and recommend changes in the service pattern to students within their buildings. Each of our Social Service Coordinators and Counselors conduct additional student and parent feedback in regards to the social skills programs that are offered each year in our buildings. Data from the districts Youth Connections also provide data on the negative behavioral and drug-related incidences.

7. If this is a renewal application, attach a summary of the evaluation data gathered based upon the measurable objective(s) and criteria approved in the initial or previous renewal application.

See <u>Helena Public Schools K-12 Comprehensive School Counseling Program</u> binder (*Data and Program Audit* tabs).

8. If this application is for Library or Counseling Services and you receive contracted services outside the district, please attach a copy of the Letter of Agreement.

N/A

Helena Public School Comprehensive K-12 Counseling Program

Application item #7:

Provide a brief statement of mission and objectives of this proposed variance. (page 4).

Application item #8:

In what way does this variance to standard meet the specific needs of the students in you school(s)? (pages, 15-17)

Administrative Rule Criteria

10.55.604 1(a)

Acceptable: Application provides specific mission statement and objectives to meet the needs of all students. Helena's Comprehensive K-12 Counseling Program was designed to meet the academic career development and personal/social needs of all students.

Documentation that Variance is

Workable, Educationally Sound, and

Designed to meet or exceed results under established standards.

Application item #9 a,b,c:

Variance to Standard: outline how and why the proposed variance would be: workable (sufficient district resources are available for the success of the variance.) b. educationally sound. (applicant has relied on sound research as a rationale for the variance.) c. designed to meet or exceed results under established standards. (desired results are clearly identified with data to be gathered as evidence of the success of the variance.)

Administrative Rule Criteria

10.55.604 (i)(a)

Acceptable: Application demonstrates sufficient district school resources are available for the success of this variance.

Application sites sound education rationale for the variance.

2013/2014 K-5 Counseling Variances to Standards Application

The Helena Public Schools utilizes the following counseling model:

- School Counselors 5.0
- LCSW 3.0
- School Psychologists 3.8
- Comprehensive School and Community Treatment (CSCT)
 - Licensed Therapist 7.0
 - Behavior Specialist 7.0

Total Helena Public Schools Staffing

FTE: 25.8

State Standard for Counseling Staffing

FTE: 8.41

Bryant

- Counselor .7 FTE
- School Psychologist .4 FTE
- CSCT

Therapist - 1.0 FTE

TST - 1.0 FTE

Central

- Counselor .6 FTE
- School Psychologist .4 FTE
- CSCT

Therapist - 1.0 FTE

TST - 1.0 FTE

<u>Jefferson</u>

- Counselor .7 FTE
- School Psychologist .2 FTE

<u>Smith</u>

- Counselor .7 FTE
- School Psychologist .4 FTE
- CSCT

Therapist - 1.0 FTE

TST - 1.0 FTE

Warren

- Counselor .7 FTE
- School Psychologist .4 FTE

Broadwater

- Counselor .7 FTE
- School Psychologist .4 FTE
- CSCT
 Therapist 1.0 FTE

 TST 1.0 FTE

Four Georgian's

- Counselor 1.0 FTE
- School Psychologist .4 FTE
- CSCT
 Therapist 1.0 FTE
 TST 1.0 FTE

Jim Darcy

- Counselor .7 FTE
- School Psychologist .3 FTE

<u>Kessler</u>

- Counselor .6 FTE
- School Psychologist .3 FTE

Hawthorne

- Counselor .6 FTE
- School Psychologist .2 FTE

Rossiter

- Counselor 1.2 FTE
- School Psychologist .4 FTE
- CSCT
 Therapist 2.0 FTE

 TST 2.0 FTE



Application item #9d:

Where applicable, aligned with program standards under ARM 10.56.1101 through 10.55.1901 (pages, 23-39)

Acceptable: Application addresses all requirements of the Montana and National School Counseling Program Standards.

Helena Public Schools

K-12 Comprehensive School Counseling Program

(May 2012)

The HPS Critical Competencies represent content that students are expected to know at each grade level. The Critical Competencies are not the entire program, but learner outcomes should be taught in a sequential, systematic approach to promote an appropriate foundation to health and

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Philosophy Statement... The Whole Child

Helena Public Schools' Board of Trustees have adopted the Association of Supervision and Curriculum Development (ASCD) position on "THE WHOLE CHILD" as their guiding principles. In addition to Montana's State Standards and Benchmarks, the K-12 Counseling Program reflects not only a comprehensive approach but also a framework that personalizes education, decision-making, and a commitment to keeping the "whole child" at the center of education.

According to ASCD, a "Whole Child" is...

- intellectually active
- physically, verbally, socially, and academically competent
- empathetic, kind, caring, and fair
- creative and curious
- disciplined, self-directed, and goal oriented
- free
- a critical thinker
- confident
- cared for and valued

ASCD's has called upon educators, communities, and policymakers to work together in fulfilling "The New Compact."

- Each student enters school healthy and learn about and practices a healthy lifestyle.
- Each student learns in an intellectually challenging environment that is physically and emotionally safe for students and
- Each student is actively engaged in learning and is connected to the school and broader community.
 - Each student has access to personalized learning and to qualified, caring adults.
- Each graduate is prepared for success in college or further study and for employment in a global environment.

Vision and Mission

The comprehensive school counseling program refers to a sequential, developmental program designed to benefit all students development: Academic Development, Career Development, and Personal/Social Development. Our vision supports the "Whole Child" philosophy with emphasis on the fifth tenet facilitating the preparation of students' success in college or in preparation for their futures. Such a program is organized around three areas essential for students' growth and further study and for employment in a global environment.

- 1. Demonstrate a positive attitude toward self as a unique and worthy person.
- Gain life-planning skills that are consistent with their needs, interests, and abilities. 3
- Develop responsible social skills and an understanding and appreciation of being a contributing member of society. es.
- 4. Demonstrate an understanding and appreciation of the life-long process of learning, growing, and changing.

learners, responsible members of the school community, contributing members of society, and life-long learners. In order to build a foundation for academic, personal-social and career growth, lessons in the areas of empathy, impulse control, and problem solving will promote the skills necessary to help students become self-regulated



Professional school counselors are advocates, leaders, collaborators, and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the tenets of professional responsibility.

STUDENTS:

Responsibility to Students:

The professional school counselor:

- Has a primary obligation to the student, who is to be treated with respect as a unique individual.
- Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.
- Respects the student's values and beliefs and does not impose the counselor's personal values.
- Is knowledgeable of laws, regulations and policies relating to students and strives to protect and inform students regarding their

Confidentiality:

The professional school counselor:

- consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality Informs student of the purposes, goals, techniques, and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes the limits of confidentiality such as the possible necessity for are defined in developmentally appropriate terms to students.
- requirements demand that confidential information be revealed. Counselors will consult with appropriate professional when in doubt as to Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal the validity of an exception.
- party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and In absence of state legislation expressly forbidding disclosure, considers the ethical responsibility to provide information to an identified third atal. Disclosure requires satisfaction of all of the following conditions:
 - Student identifies partner or the partner is highly identifiable

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Counselor recommends the student notify partner and refrain from further high-risk behavior



- Student refuses
- Counselor informs the student of the intent to notify the partner
- Counselor seeks legal consultation as to the legalities of informing the partner.
- Requests of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.
- Protect the confidentiality of students' records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.
- applicable ethical standards. Such information is only to be revealed to others with the informed consent of the student, consistent with the Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and counselor's ethical obligation.
 - Recognizes his/her primary obligation for confidentiality is to the student but balances that obligation with an understanding of the legal and nherent rights of parents/guardians to be the guiding voice in their children's lives.

Counseling Plans:

The professional school counselor:

- Provides students with a comprehensive school counseling program that includes a strong emphasis on working jointly with all students to develop academic and career goals.
 - Advocates for counseling plans supporting students' right to choose from the wide array of options when they leave secondary education. Such plans will be regularly reviewed to update students regarding critical information they need to make informed decisions.

Dual Relationships:

- members, close friends or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or Avoids dual relationship that might impair his/her objectivity and increase the risk of harm to the student (e.g., counseling one's family reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision, and documentation.
 - Avoid dual relationship with school personnel that might infringe on the integrity of the counselor/student relationship.



Appropriate Referrals:

The professional school counselor:

parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Makes referrals when necessary or appropriate to outside resources. Appropriate referrals may necessitate informing both Students retain the right to discontinue the counseling relationship at any time.

Group Work:

The professional school counselor:

- The Screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the
- Notifies parents/guardians and staff of group participation if the counselor deems it appropriate and if consistent with school board policy or
- Establishes clear expectations in the group setting and clearly states that confidentiality in-group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, the counselor recognizes the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.
 - Follow up with group members and documents proceedings as appropriate.

Danger to Self or Others:

- Informs parents/guardians or appropriate authorities when the student's condition indicates a clear and imminent danger to the student or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals.
 - Will attempt to minimize threat to a student and may choose to 1) inform the student of actions to be taken, 2) involve the student in a threeway communication with parents/guardians when breaching confidentiality or 3) allow the student to have input as to how and to whom the breach will be made.



Student Records:

The professional school counselor:

- Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.
 - Keeps sole-possession records separate from students' educational records in keeping with state laws.
- privilege communication may be subpoenaed and may become educational records when they 1) are shared with others in verbal or written Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and in absence of form, 2) include information other than professional opinion or personal observations and/or 3) are made accessible to others.
 - deliberation should be applied before destroying sole-possession records that may be needed by a court of law such as notes on child Establishes a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Careful discretion and abuse, suicide, sexual harassment or violence.

Evaluation, Assessment and Interpretation:

- Adheres to all professional standards regarding selecting, administering and interpreting assessment measure and only utilizes assessment measure that are within the scope of practice for school counselors.
 - Seeks specialized training regarding the use of electronically based testing programs in administering, scoring and interpreting that may differ from that required in more traditional assessments.
- Considers confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.
- Provides interpretation of the nature, purposes, results and potential impact of assessment/evaluation measure in language the student(s) can understand.
- Uses caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in Monitors the use of assessment results and interpretations, and takes reasonable steps to prevent others from misusing the information the norm group on which an instrument is standardized.
- Assesses the effectiveness of his/her program in having an impact on students' academic, career and personal/social development through accountability measure especially examining efforts to close achievement, opportunity and attainment gaps.



Fechnology:

The professional school counselor:

- technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes which follow-u counseling assistance is provided.
- Advocates for equal access to technology for all students, especially those historically underserved.
- Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging
- While working with students on a computer or similar technology, takes reasonable and appropriate measure to protect students from objectionable and/or harmful online material.
- Who is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet takes responsible steps to protect students and others from harm.

Student Peer Support Program:

The professional school counselor:

Has unique responsibilities when working with student-assistance programs. The school counselor is responsible for the welfare of students participating in peer-to-peer programs under his/her direction.

PARENTS/GUARDIANS:

Responsibility to Parents/Guardians:

Rights and Responsibilities:

- Respects the rights and responsibilities of parents/guardians for their children and endeavors to establish, as appropriate, a collaborative he professional school counselor:
- relationship with parents/guardians to facilitate the student's maximum development.
 - Adheres to laws local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties that interfere with the student's effectiveness and welfare.
- Respects the confidentiality of parents/guardians.
- is sensitive to diversity among families and recognizes that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to the law.



Confidentiality:

The professional school counselor:

- Informs parents/guardians of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and student.
- Recognizes that working with minors in a school setting may require counselors to collaborate with students' parents/guardians.
- Provides parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the students.
- divorce or separation exercises a good-faith effort to keep both parents informed with regard to critical information with the exception of a Makes reasonable efforts to honor the wishes of the parents/guardians concerning information regarding the student, and in cases, of court order.

COLLEAGUES AND PROFESSIONAL ASSOCIATES:

Responsibility to Colleagues and Professional Associates:

Professional Relationships:

The professional school counselor:

- Establishes and maintains professional relationships with faculty, staff and administration to facilitate an optimum counseling program.
- Treats colleagues with professional respect, courtesy and fairness. The qualifications, views and findings of colleagues are represented to accurately reflect the image of competent professionals.
- Is aware of and utilizes related professionals, organizations and other resources to which the student may be referred.

Sharing Information:

- Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.
- Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.
 - parent/guardian consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the student. If a student is receiving services from another counselor or other mental health professional, the counselor, with student and/or
 - is knowledgeable about release of information and parental rights in sharing information.



Code of Ethics:

SCHOOL AND COMMUNITY:

Responsibility to School and Community:

Responsibilities to the School

The professional school counselor:

- Supports and protect the educational program against any infringement not in students' best interest.
- Informs appropriate officials in accordance with school policy of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and counselor.
- is knowledgeable and supportive of the school's mission and connects his/her program to the school's mission.
- Delineates and promotes the counselor's role and function in meeting the needs of those served. Counselors will notify appropriate officials of conditions that may limit or curtail their effectiveness in providing programs and services.
 - Accepts employment only for positions, for which he/she is qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.
 - Advocates that administrators hire only qualified and competent individuals for professional counseling positions.
- Assists in developing: (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet students' developmental need and (3) a systematic evaluation process for comprehensive, developmental, standardsbased school counseling programs, services and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

Responsibility to the Community:

The professional school counselor:

- Collaborates with agencies, organizations and individual sin the community in the best interest of students and without regard to personal reward or remuneration.
- Extends his/her influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

RESPONSIBILTIES TO SELF:

Professional Competence:

The professional school counselor

Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.



- Monitors personal well-being and effectiveness and does not participate in any activity that may lead to inadequate professional services or harm to a student
- Strives through personal initiative to maintain professional competence including technological literacy and to keep abreast of professional information. Professional and personal growth are ongoing throughout the counselor's career

Diversity:

The professional school counselor:

- Affirms the diversity of students, staff and families.
- Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence.
- Possesses knowledge and understanding about how oppression, racism, discrimination and stereotyping affects her/him personally and professionally
- diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, Acquires educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with gender identity/expression, family type, religious/spiritual identity and appearance.

RESPONSIBILITIES TO PROFESSION:

Professionalism:

The professional school counselor:

- Accepts the policies and procedures for handling ethical violations as a result of maintaining membership in the ASCA.
 - Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.
- Conducts appropriate research and report findings in a manner consistent with acceptable educational and psychological research practices. The counselor advocates for the protection of the individual student's identity when using data for research or program planning
 - ASCA National Model, and relevant statutes established by federal, state and local governments, and when these are in conflict works, responsibly for change.
- Adheres to ethical standards of the profession, other official policy statements, such as ASCA's position statements, role statement and the Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.



Code of Ethics:

Does not use his/her professional position to recruit or gain clients, consultees for his/her private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

Contribution to the Profession:

The professional school counselor:

- Actively participates in local, state and national associations fostering the development and improvement of school counseling.
- Contributes to the development of the profession through the sharing of skills, ideas and expertise with colleagues.
 - Provides support and mentoring to novice professionals.

MAINTENANCE OF STANDARDS:

colleagues or if counselors are forced to work in situation s or abide by policies that do not reflect the standards as outlined in this "Code of Ethics", Ethical behavior among professional school counselors is expected at all times. When there exists serious doubt as to the ethical behavior of the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

- The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleagues views the situation as an ethical violation.
- When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.
- If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA's Ethics Committee.
 - If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following
- State school counselor association
- American School Counselor Association
- The ASCA Ethics Committee is responsible for:
- a. Educating and consulting with the membership regarding ethical standards
 - b. Periodically reviewing an recommending changes in code
- Receiving and processing questions to clarify the application of such standards; Questions must be submitted in writing to the ASCA Ethics chair.
- Handling complaints of alleged violations of the ethical standards. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.



Rationale for a Comprehensive K-12 Program

Montana licensed Social Workers, School Psychologists, School Counselors, Professional Counselors and Addiction Helena School District employees provide K-12 counseling services. Personnel providing these services include

Elementary School Counselors:

learners. They are beginning to develop decision-making, communication and life skills, as well as character values. It is also a time when students provide education, prevention and intervention of children's academic and personal/social needs is essential in removing barriers to learning and in The elementary years are a time when students begin to develop their academic self-concept and their feelings of competence and confidence as promoting academic achievement. The knowledge, attitudes and skills that students acquire in the areas of academic, career and personal/social develop and acquire attitudes toward school, self, peers, social groups, and family. Comprehensive developmental school counseling programs development during these elementary years serve as the foundation for future success.

Middle School Counselors:

application in life and work; high levels of activity coupled with frequent fatigue due to rapid growth; a search for their own unique identity as they begin turning more frequently to peers rather than parents for ideas and affirmation; extreme sensitivity to the comments from others, and heavy Middle school is an exciting, yet challenging time for students, their parents and teachers. During this passage from childhood to adolescence, middle school students are characterized by a need to explore a variety of interest, connecting their learning in the classroom to its practical eliance on friends to provide comfort, understanding, and approval.

High School Counselors:

rely on peer acceptance and feedback. They face increased pressures regarding risk behaviors involving sex, alcohol, and drugs while exploring the hey must deal with academic pressures as they face the challenges of college admission, the scholarship and financial aid application process and boundaries of more acceptable behavior and mature, meaningful relationships. They need guidance in making concrete and compounded decision. students are evaluating their strengths, skills and abilities. The biggest influence is their peer group. They are searching for a place to belong and independence. Students are deciding who they are, what they do well, and what they will do when they graduate. During these adolescent years, High school is the final transition into adulthood and the world of work as students begin separating from parents and exploring and defining their entrance into a competitive job market.



The ASCA National Model provides a system that encourages and promotes academic, career and personal/social development in preparation for the challenges of the 21st century. All stakeholders share the benefits of this organizational structure.

Benefits for Students:

- Ensures every student receives the benefit of the school counseling program by designing content for every student
 - Monitors data to facilitate student improvement
- Provides strategies for closing the achievement gap because some students need more
 - Promotes a rigorous academic program for every student
 - Ensures equitable access to educational opportunities
- Fosters advocacy for students
- Supports development of skills to increase student success

Benefits for Parents or Guardians:

- Provides support in advocating for their children's academic, career and personal/social development
 - Supports partnerships in their children's learning and career planning
 - Ensures academic planning for every student
- Ensures access to school and community resources
 - Provides training and informational workshops
- Connects to community and school-based services
- Provides data for continuous information on student progress
- Ensures every student receives the content of the school counseling program
- Promotes a philosophy that some students need more and seeks to ensure they receive it



Benefits for Teachers:

- Promotes an interdisciplinary team approach to address student needs and educational goals
- Increases collaboration with school counselors and teachers
- Supports development of classroom-management skills
- Provides a system for co-facilitation of classroom guidance lessons
- Supports the learning environment
- Promotes teaming to increase student achievement
- Analyzes data to improve school climate an student achievements

Benefits for Administrators:

- Aligns the school counseling program with the school's academic mission
- Provides a school counseling program promoting student success
 - Monitors data for school improvement
- Provides a system for managing a school counseling program
- Articulates a process for evaluating a school counseling program
- Uses data to jointly develop school counseling goals and school counselor responsibilities
- Provides useful data for grant applications and funding sources
- Provides a proactive school guidance curriculum addressing the students' needs and enhancing school climate

Benefit for the Board of Trustees:

- Provides a rational based on data for implementing a school counseling program
- Ensures equity and access to a quality school counseling program for every student
- Demonstrates the need for appropriate levels of funding
- Articulates appropriate credentials and staffing ratios
- Informs the community about school counseling program success
- Supports standards-based programs
- Provides data about improved student achievement



SCHOOL SCHOOL SCHOOL SCOUNSELOR Benefits.... (continued)

Benefits for School Counselors:

- Defines responsibilities within the context of a school counseling program
 - Seeks to eliminate non-school-counseling program activities
 - Supports access to every student
- Provides a tool for program management, implementation, and accountability
 - Recognizes school counselors as leaders, advocates and change agents
- Ensures the school counseling program's contribution to the school's mission

Benefits for Community: (Business, Labor, and Industry)

- Increases opportunities for business, industry, and labor to actively participate in the school counseling program
 - Builds collaboration, which enhances a student's post-secondary success
 - Connects business, industry and labor to students and families
- Supports the academic preparation necessary for students' success in the workforce

(The above-mentioned benefits have been updated from Sharing the Vision: National Standards for School Counseling Programs (Dahir & Campbell, 1997) to reflect The ASCA National MODEL: a Framework for School Counseling Programs.)

National Standards for School Counseling Programs

The purpose of a counseling program in a school setting is to promote and enhance the learning process. The goal of the program is to enable the students to achieve success in school and to develop into contributing members of our society. Helena Public Schools has endorsed the National Standards for School Counseling Programs in order to provide all the necessary elements essential for helping students achieve success in school. These standards provide a programmatic approach and help counselors to:

- Continuously assess their students' needs;
- Identify the barriers and obstacles that may be hindering student success; and
- Advocate for programmatic efforts to eliminate these barriers.

School counselors and social service coordinators face the challenge of preparing students to meet the expectations of higher academic standards and to become productive and contributing members of society. The American School Counselors Association (ASCA) has developed the national standards to better define the role of school counseling programs in the American educational system. The National Standards for School Counseling Programs include the essential elements of a quality and effective school counseling program.

The standards address program content and identify the knowledge, attitudes, and skills competencies that all students will develop as a result of participating in a school counseling program. The benefits of using the National Standards for School Counseling Programs as the content framework for school counseling programs are many. They establish similar goals, expectations, support systems, and experiences for all students. They define clearly the role of school counseling, and bring consistency from school to school. In doing so, the standards provide equitable access to a school counseling program for all students provided by a credentialed school counselor.

The National Standards for School Counseling Programs facilitate student development in three broad areas: Academic Development, Career Development, and Personal/Social Development. The standards provide the framework for Helena Public Schools to develop effective school counseling programs. There are three standards each for academic development, career development, and personal/social development. These nine standards are followed by a list of student learning outcomes. These define the specific knowledge, attitudes, and skills, which students would obtain or demonstrate as a result of participating in a school counseling program. These competencies form a foundation which can be used as a basis to develop measurable outcomes of student performance

National Standards for School Counseling

Academic Development

The academic standards serve as a guide for the school counseling program to implement strategies and activities that support and maximize student learning. Academic development includes:

- Acquiring skills, attitudes, and knowledge to learn effectively;
- Employing strategies to achieve success in school; and
- Understanding the relationship of academics to the world of work, and to life at home an in community.

Career Development

Program standards for career development serve as a guide for the school counseling program to provide the foundation for acquiring the skills, attitudes, and knowledge that enable students to make a successful transition from school to the world of work. Career development includes:

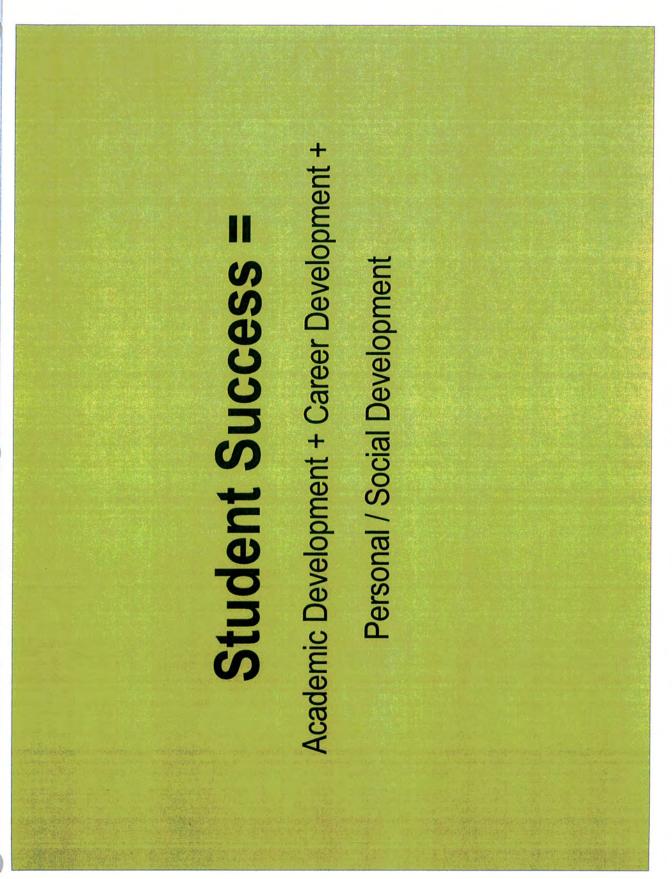
- Strategies to achieve future career success and job satisfaction;
- Fostering an understanding of the relationship between personal qualities, education and training, and the world of work; and
- The development of career goals by all students as a result of career awareness and experiential activities.

Personal / Social Development

Program standards for personal/social development serve as a guide for the school counseling program to provide the foundation for personal and social growth, which contributes to academic and career success. Personal/social development includes:

- The acquisition of skills, attitudes, and knowledge which helps students to respect self and others;
- The use of effective interpersonal skills;
- The employment of safety and survival skills;
- Understanding the obligation to be a contributing member of society; and
- The ability to negotiate successfully and safely in the increasingly complex and diverse world of the 21st century.

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Guiding Assumptions of School Counseling Programs

- A comprehensive counseling program serves all students, is written and contains a statement of philosophy, and is a definition of the program.
- Teachers, counselors, parents, and community leader's work together to meet student development needs.
- An advisory committee provides support, offers advice, and reviews guidance
- The National Standards for School Counseling Programs form the basis for the school counseling comprehensive plan.
- The school-Counseling program is articulated throughout the grade levels.

- Individual and group counseling opportunities are provided.
- Appropriate counseling, consulting, and referral activities are provided.
- School Counseling resources and facilities are appropriate and adequately maintained
- Students have access to current information, including adequate technology resources.
- Data from systematic follow-up with students, parents, and employers results in continuous program improvement.
- Adequate provisions for staff development are provided.

School Counselor Roles and Functions

counselor has received special training and licensure. All other parts of the school guidance program require ownership and collaboration among the entire school staff. The student-centered program provides developmentally appropriate instruction and assistance at each grade as well as components. Counselors have expertise in all of these areas, but it is the counseling function (Responsive Service Component) for which the individual and group counseling opportunities for students. Counselors provide leadership to help teachers integrate the standards across the Counselors coordinate a school-wide program for all students in the school by organizing around six role functions and four primary program curriculum. The counselor role functions and four program components together address the normal developmental needs of students. The School Guidance program is measurable in terms of its benefit to students.

School Counselor Roles/Functions

rogram Planning

When Planning a school counseling program, counselors conduct needs assessment of their particular school's strengths and weaknesses. An important part of continual program planning is the collection of data that illustrate which services are effective and which program areas need to be changed.

Counseling (groups and individual)

School Counselors provide a confidential helping relationship to help students with educational, personal, social, or career concerns. Groups of students who have similar concerns come together to share, listen, and resolve concerns.

Consulting

Counselors consult with parents, teachers, and others to determine the most appropriate ways to help students. School counselors often refer students to public and private agencies and practitioners outside the school who can meet their needs on a long-term basis.

Coordinating

Counselors assist with school wide programs that help schools in their educational mission. These programs include school-wide efforts that reach a specific group of students

Student Appraisal and Assessment

Counselors use strategies to assist in this are such as: helping students plan their educational program, interpreting test data with teachers to make appropriate decisions about academic placement, and sharing occupational information with students.

Professional Development

Counselors must stay current in their profession through counselor development workshops, conferences and through web-based site support. Increasingly counselors must know about and use technology based programs and software that help students access and use information pertinent to their exploration and development.

ASCA National Standards for Students Competencies and Indicators Legend

Definitions:

Domain:

Broad developmental areas including standards and competencies that promote

behaviors that enhance learning for all students.

Statements providing description of what students should know and be able to do Standard:

at the highest level of expectation.

Specific expectations that students achieve in the content standard areas within Competency:

the academic, career and personal/social development domains.

Specific knowledge, skills or abilities that individuals demonstrate to meet a Indicator:

specific competency.

Examples: A: A1.1 =

Academic Domain, Standard A, Competency 1 and Indicator 1

Career Domain, Standard A, Competency 1 and Indicator 1 11 C: A1.1

Personal/Social Development Domain, Standard A, Competency 1 and Indicator 1 PS: A1.1

Academic Development Domain

| 6-8 9-12 | | | | | |
|------------|--|---|---|--|---|
| | Second Step Grade 2 (2-4) | | Second Step Grade 2 (2-4) | Second Step Grade 2 (2-4) | |
| Indicators | A: A1.1 Articulate feelings of competence and confidence as learners | A: A1.2 Display a positive interest in learning | A: A1.3 Take pride in work and achievement | A: A1.4 Accept mistakes as essential to the learning process | A: A1.5 Identify attitudes and behaviors that lead to successful learning |

| across the lifespan. | | | | |
|---|--|---|---|--|
| arning in school and 6-8 | | | | |
| wledge and skills that contribute to effective learning in school and across the lifespan. | | Second Step Grade 2 (2-4) | Second Step Grade 2 (2-4) Stop-Walk-Talk | |
| Standard A: Students will acquire the attitudes, knowledge and skills that co Indicators | A: A2.1 Apply time-management and task-management skills | A: A2.2 Demonstrate how effort and persistence positively affect learning | A: A2.3 Use communication skills to know when and how to ask for help when needed | A: A2.4 Apply knowledge and learning styles to positively influence school performance |

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| 6-8 | | | | | |
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| K-5 Second Step Grade 2 (19**) Grade K & 1 | Second Step Grade K & 1 | | | | |
| A: 43.1 A: A3.1 Take responsibility for their actions Grade K & 1 Grade K & 1 | A: A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students | A: A3.3 Develop a broad range of interests and abilities | A: A3.4 Demonstrate dependability, productivity and initiative | A: A3.5 Share knowledge | |

| K-5 6 - 8 9-12 Second Step Grade 2 (2-4) | | Second Step Grade 2 (2-4) | Second Step Grade 2 (2-4) Stop-Walk-Talk | | | Serond Sten |
|--|--|---|---|---|---|-------------|
| A: B1.1 Demonstrate the motivation to achieve individual potential | A: B1.2 Learn and apply critical-thinking skills | A: B1.3 Apply the study skills necessary for academic success at each level | A: B1.4 Seek information and support from faculty, staff, family, and peers | A: B1.5 Organize and apply academic information from a variety of sources | A: B1.6 Use knowledge of learning styles to positively influence school performance | A: B1.7 |

| ntial post- | | | | | | | |
|---|---|--|--|--|--|---|--|
| a wide range of substar 6 - 8 | | | | | | | |
| academic preparation essential to choose from a wide range of substantial post- | | | | | | Second Step Grade 2 (2, 3, 4) Grade 3 (12) Grade 4 (16, 17, 18) | |
| Standard B – Students will complete school with the academic preparation es secondary options, including college. Indicators | Establish challenging academic goals in elementary, middle/jr. high and high school | A: B2.2 Use assessment results in educational planning | A: B2.3 Develop and implement annual plan of study to maximize academic ability and achievement | A: B2.4 Apply knowledge of aptitudes and interests to goal setting | A: B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals | A: B2.6 Understand the relationship between classroom performance and success in school | A: B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities |

| 9-12 | | | | | |
|---|---|---|---|---|---|
| 8-9 | | | | | |
| K-5 | | | | | |
| A: C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family | A: C1.2 Seek co-curricular and community experiences to enhance the school experience | A: C1.3 Understand the relationship between learning and work | A: C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals | A: C1.5 Understand that school success is the preparation to make the transition from student to community member | A: C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities |

| er decisions | 9-12 | | | | | | | | | |
|---|---|---|---|---|-------------------------------------|-----------------------------------|---|--|--|--|
| and to make informed caree | 8-9 | | | | | | | | | |
| ation to knowledge of self | K-5 | | | Most Lessons K-5 | Second Step Grade 3 (20) | | | | | |
| Career Development Domain Standard A – Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions | C: A1.1 Develop skills to locate, evaluate and interpret career information | C: A1.2 Learn about the variety of traditional and nontraditional occupations | C: A1.3 Develop an awareness of personal abilities, skills, interests and motivations | C: A1.4 Learn how to interact and work cooperatively in teams | C: A1.5 Learn how to make decisions | C: A1.6 Learn how to set goals | C: A1.7 Understand the importance of planning | C: A1.8 Pursue and develop competency in areas of interest | C: A1.9 Develop hobbies and vocational interests | C: A1.10 Balance between work and leisure time |
| Ca Standard | | | | A yonəte YənswA | | | | | | |

| K-5 6 - 8 9-12 9-12 Grade K & 1 Grade 3 (20) | | | | | | | | |
|--|---|---|--|---|--|--|--|--|
| Acquire employability skills and organizational skills | C: A2.2 Apply job readiness skills to seek employment opportunities | C: A2.3 Demonstrate knowledge about the changing workplace | C: A2.4 Learn about the rights and responsibilities of employers and employees | C: A2.5 Learn to respect individual uniqueness in the workplace | C: A2.6 Learn how to write a résumé | C: A2.7 Develop a positive attitude toward work and learning | C: A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace | C: A2.9 Utilize time— and task—management skills |

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| C: B1.1 Apply decision-making skills to career planning, course selection and career transition | K-5 6 - 8 | 9-12 |
|---|-----------|------|
| C: B1.2 Identify personal skills, interests, abilities and potential careers | | |
| C: B1.3 Demonstrate knowledge of the career-planning process | | |
| C: B1.4 Know the various ways in which occupations can be classified | | |
| C: B1.5 Use research and information resources to obtain career information | | |
| C: B1.6 Learn to use the internet to access career-planning information | | |
| C: B1.7 Describe traditional and nontraditional career choices and how the relate to career choice | | |
| C: B1.8 Understand how changing economic and societal needs influence employment trends and future training | | |

Career Development Domain

| 6 - 8 | | | | |
|--|--|---|--|--|
| K-5 | | | | |
| C: B2.1 Demonstrate awareness of the education and training needed to achieve career goals | C: B2.2 Assess and modify their educational plan to support career | C: B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience | C: B2.4 Select course work that is related to career interests | C: B2.5 Maintain a career-planning portfolio |

33

9-12 Standard C - Students will understand the relationship between personal qualities, education, training, and the world of work. Understand the relationship between educational achievement and career Identify personal preferences and interests influencing career choice and Explain how work can help to achieve personal success and satisfaction Understand that the changing workplace requires lifelong learning and Understand that work is an important and satisfying means of personal Understand the importance of equity and access in career choice Career Development Domain Describe the effect of work on lifestyle acquiring new skills Indicators C: C1.1 C: C1.4 C: C1.5 expression C: C1.2 C: C1.7 Acquire Knowledge to Achieve Career Goals Critical Competency C1

| | 9-12 | | | |
|---|---|--|--|--|
| he world of work. | 8-9 | | | |
| s, education, training, and t | K-5 | Stop-Walk-Talk Second Step Grade 2 (2-4) Grade 3 (8, 10, 20) Grade 4 (1, 8, 14) Grade 5 (13, 15, 20) | Second Step Grade 2 (20) Grade 3 (10, 20) Grade 4 (8, 19) Grade 5 (15, 6, 7) | |
| Career Development Domain Standard C – Students will understand the relationship between personal qualities, education, training, and the world of work. | C: C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goal | C: C2.2 Learn how to use conflict management skills with peers and adults | C: C2.3 Learn to work cooperatively with others as a team member | Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences |
| Ca Standard C | slaoé | mpetency C2 hieve Career G | Critical Co | ldA |

Standard A - Students acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. Personal/Social Development Domain

| Indicators PS: A1.1 | K-5 Second Step | 8-9 | |
|--|----------------------------|-----|--|
| Develop positive attitudes toward self as a unique and worthy person PS: A1.2 Identify values, attitudes and beliefs | Grade 3 (6) | | |
| PS: A1.3 Learn the goal-setting process | | | |
| PS:A1.4 Understand change is part of growth | | | |
| PS:A1.5 Identify and express feelings | Second Step Grade K & 1 | | |
| PS: A1.6 Distinguish between appropriate and inappropriate behavior | Second Step Grade K & 1 | | |
| PS: A1.7 Recognize personal boundaries, rights and privacy needs | Second Step Grade K & 1 | | |
| PS: A1.8 Understand the need for self-control and how to practice it | Second Step Grade K & 1 | | |
| PS: A1.9 Demonstrate cooperative behavior in groups | Second Step Grade K & 1 | | |
| PS: A1.10 Identify personal strengths and assets | | | |
| PS: A1.11 Identify and discuss changing personal and social roles | | | |
| PS: A1.12 Identify and recognize changing family roles. | | | |

Personal/Social Development Domain Standard A – Students acquire the knowledge, attitudes and interpersonal skills to help them understand and rei

| K-5 6-8 | Second Step Grade K & 1 | | Second Step Grade 3 (8) | Second Step Grade 3 (8) | | | | Second Step Grade 3 (10) |
|------------|---|---|---|---|--|---|--|---|
| Indicators | PS: A2.1 Recognize that everyone has rights and responsibilities | PS: A2.2 Respect alternative points of view | PS: A2.3 Recognize, accept, respect and appreciate individual differences | PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity | PS:A2.5 Recognize and respect differences in various family configurations | PS: A2.6 Use effective communication skills | PS: A2.7 Know that communication involves speaking, listening and nonverbal behavior | PS: A2.8 Learn how to make and keep friends |

| | 9-12 | | W.S. | | | | | | | | |
|--|--|---|--|---|--|---|--|--|--|--|--|
| | 8-9 | | | | | | | | | | |
| achieve goals. | K-5 | Second Step Grade 2 (19) Grade 3 (20) Grade 4 (14) Grade 5 (13, 15, 20) | | | Second Step Grade 2 (2-4) | Second Step Grade 3 (20) Stop-Walk-Talk | Second Step Grade 3 (20) | | | | |
| Standard B – Students will make decisions, set goals and take necessary action to achieve goals. | PS: B1.1 Use a decision-making and problem-solving model | PS: B1.2 Understand consequences of decisions and choices | PS: B1.3 Identify alternative solutions to a problem | PS:B1.4 Develop effective coping skills for dealing with problems | PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions | PS: B1.6 Know how to apply conflict resolution skills | PS: B1.7 Demonstrate a respect and appreciation for individual and cultural differences | PS: B1.8 Know when peer pressure is influencing a decision | PS: B1.9 Identify long- and short-term goals | PS: B1.10 Identify alternative ways of achieving goals | PS: B1.11 Use persistence and perseverance in acquiring knowledge and ckills |

Variance to Standards Application #7 39 PS: B1.12
Develop an action plan to set and achieve realistic goals

Personal/Social Development Domain Standard C - Students will understand safety and survival skills

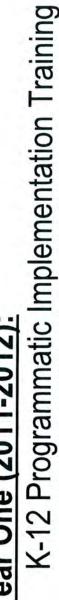
| Indicators | K-5 | 8-9 | 9-12 |
|---|---------------------------------|-----|------|
| PS: C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact) | K Teachers | | |
| PS: C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual | | | |
| PS: C1.3 Learn about the differences between appropriate and inappropriate physical contact | | | |
| PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy | Second Step Grade K & 1 | | |
| PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help | | | |
| PS: C1.6 Identify resource people in the school and community, and know how to seek their help | | | |
| PS: C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices | | | |
| PS: C1.8 Learn about the emotional and physical dangers of substance use and abuse | | | |
| PS: C1.9 Learn how to cope with peer pressure | | | |
| PS: C1.10 Learn techniques for managing stress and conflict | Second Step Grade 3 (12, 13) | | |
| PS: C1.11 Learn coping skills for managing life events | Second Step Grade 3 (12, 14) | | |

** References: Department of Education - Missouri, North Carolina, Boise, ASCA

Professional Development:

(K-12 Monthly Meetings will be scheduled to accommodate the professional development below.)

Year One (2011-2012):

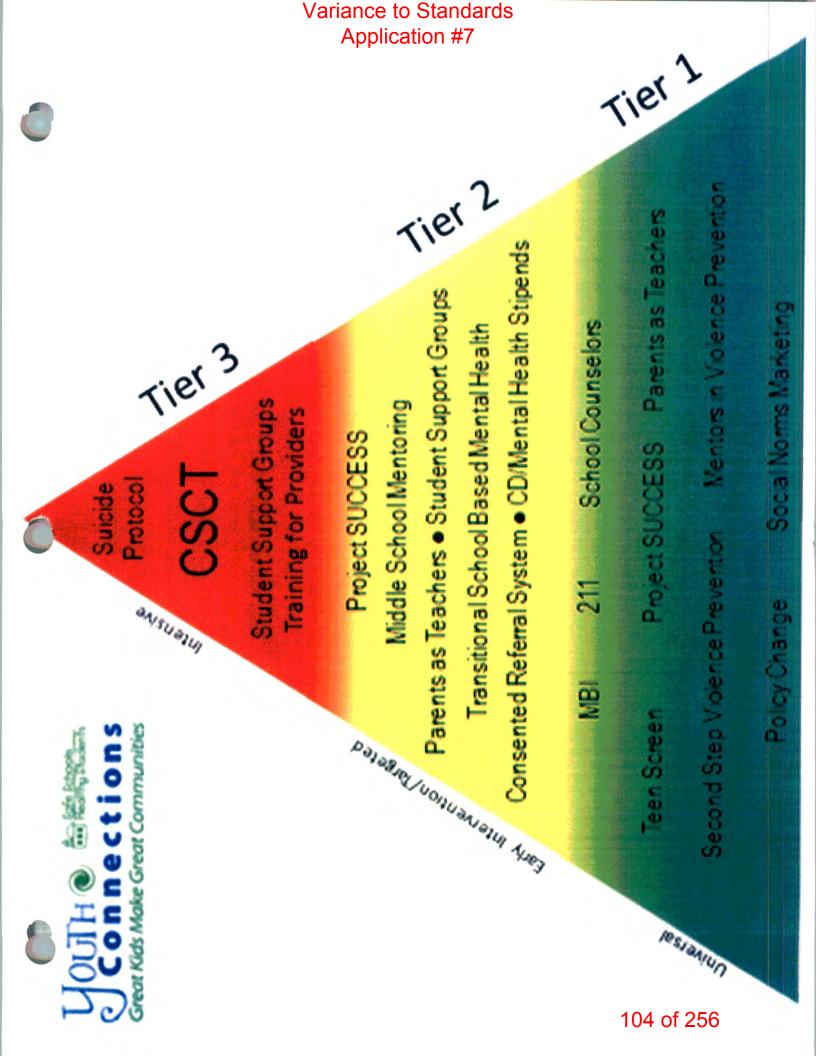


- Code of Ethics and Confidentiality Training (SSHS)
 - Materials Acquisition and Respective Trainings
 - Ter I, Tier II, Tier III Responsibility Training
- K-12 Career Cruising Training and Reinforcement
- Review of Program Audit Data (2009-2010) (Baseline Data)
- Program Audit Administration (Formative Data Collection) (Fall 2011-2012) Development of Template for Formative Review Data Compilation
 - Review of Program Audit Data (Spring 2012) (Formative Review)
 - K-5 Career Awareness
- District Expect Respect
- District Services for High Needs Studnets
 - District 504 Practices
- **Bullying Interventions**
- Interface between CSCT and SSC Services
- Case Study Consultation
- Qualifying ADHD, ED, etc.
- K-8 Second Step Training 9-12 Violence Prevention Training and Materials/Resource Review

OPI Site Visit (Spring 2012):

Full Implementation Year Two (2012-2013)

K-12 School Counseling Program



Documentation that Variance is

Workable, Educationally Sound, and

Designed to meet or exceed results under established standards.

Application item #9 a,b,c:

Variance to Standard: outline how and why the proposed variance would be: workable (sufficient district resources are available for the success of the variance.) b. educationally sound. (applicant has relied on sound research as a rationale for the variance.) c. designed to meet or exceed results under established standards. (desired results are clearly identified with data to be gathered as evidence of the success of the variance.)

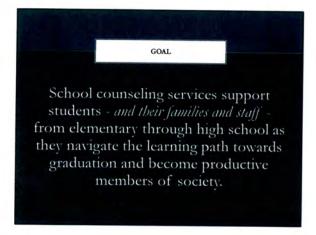
Administrative Rule Criteria

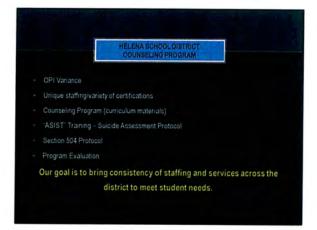
10.55.604 (i)(a)

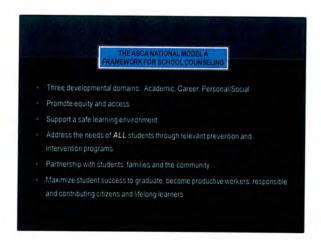
Acceptable: Application demonstrates sufficient district school resources are available for the success of this variance.

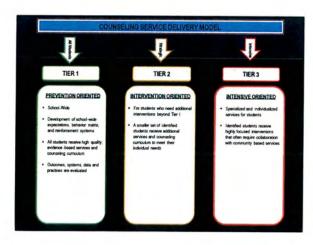
Application sites sound education rationale for the variance.

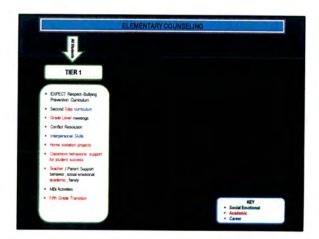


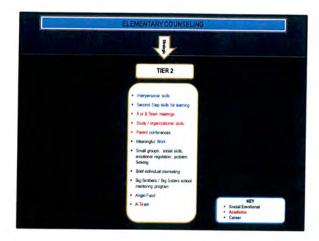


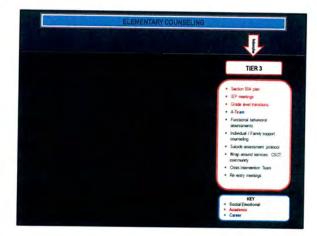


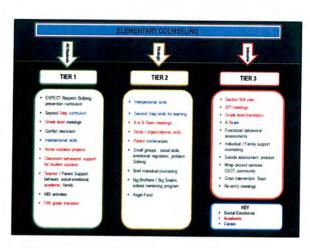


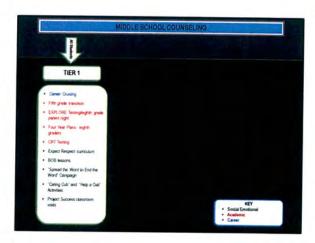


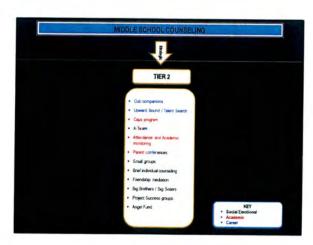


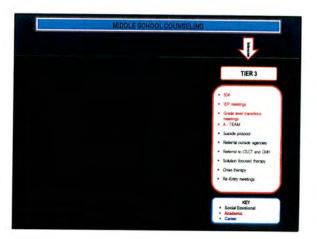


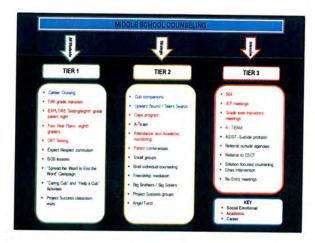








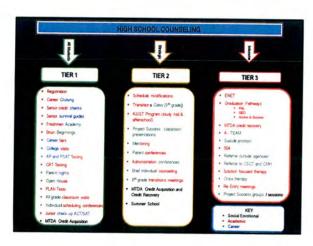






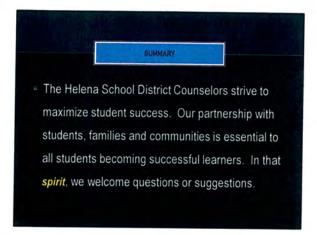


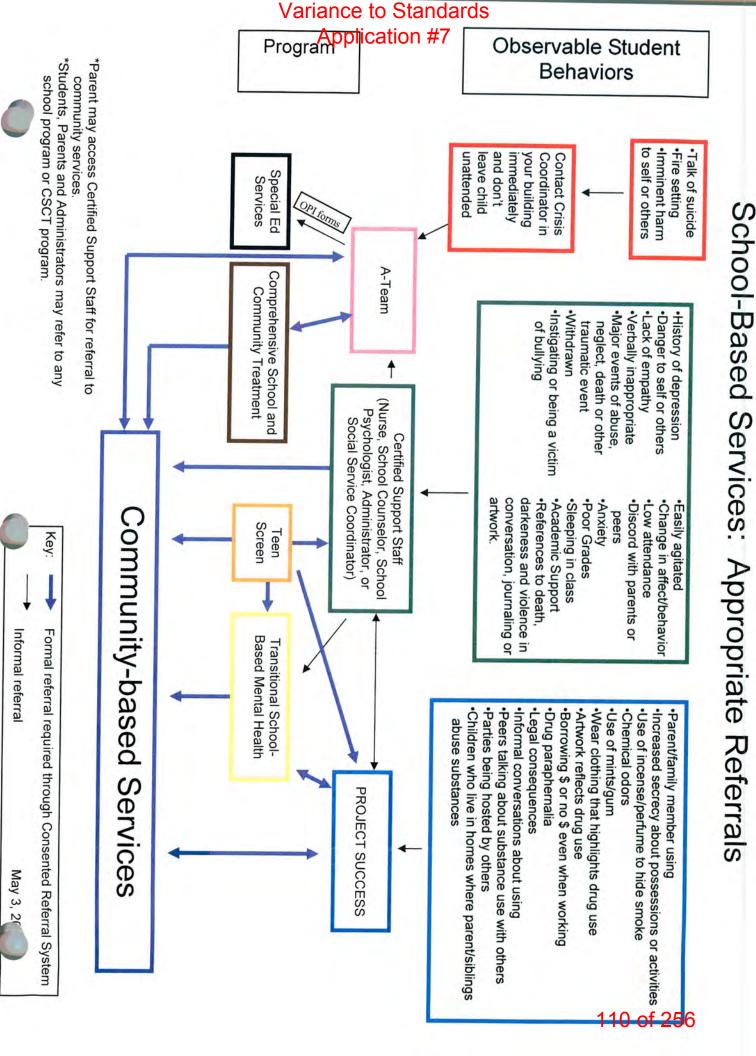






7/22/2013





Variance to Standards Application #7 Multi-Tiered Systems of Support Helena Public Schools

Defining MTSS

- academic and behavioral instruction and intervention that uses data-based problem solving to integrate Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of educating students
- students across multiple tiers, based on student need The integrated instruction and intervention delivered to
- at the appropriate level to accelerate the performance of ALL students to achieve and/or exceed proficiency Need-driven decision making seeks to ensure district resources reach the appropriate students (and schools)

Defining Rtl

student's responsiveness, and identify students with learning disabilities. provide evidence-based interventions and adjust the poor learning outcomes, monitor student progress, problems. With RTI, schools identify students at risk for maximize student achievement and reduce behavior intervention within a multi-level prevention system to intensity and nature of those interventions depending on a Response to intervention (RtI) integrates assessment and

National Center on Response to Intervention

Defining MBI

- Montana Behavior Initiative (MBI) is the branded name of our state's Positive Behavioral Interventions and Supports (PBIS)model
- A proactive approach in creating behavioral supports and a academic success for all students social culture that establishes social, emotional, and
- education all students 3-tiered system of support and a problem solving process to assist schools in meeting the needs of and effectively Uses the Response to Intervention (RtI) model which is a

Montana Office of Public Instruction

Why Do We Need to Integrate Rtl and MBI?

115 of 256

- Both are critical for school success
- Share critical feature of data-based decision making
- Both utilize a tiered prevention model
- building and District level Both incorporate a team approach at individual, classroom,
- produce larger gains in literacy skills than the reading-only model Models of integrated behavior and reading supports



Why Now?

- at the classroom, building and District levels Challenges faced by the educational system are increasing
- with a common language and common understanding We need a research proven framework that provides us
- In review of District data, there is a need for consistency for students academically and social/emotionally identification of interventions needed to foster success in all aspects of our system. Consistency will allow
- National movement to the MTSS structure due to its effectiveness when implemented with fidelity

Application #7

for On-Track Graduation Sample Threshold Chart

| On-Track to Graduation | Sliding | Off-Track | | |
|------------------------------------|----------------------------|------------------------------------|----------------------|--|
| ack to lation | ing | rack | | |
| 4 days | 5 – 8 days | 9 days | Quarter | Attendance (Avg. Daily Attendance) |
| 18 days > 90% | 19-35 days 80 to 90% | 36 days <80% | Full Year | dance Daily lance) |
| 0 | 1 | 2 | Quarter | Behavior (Office Referrals) |
| 0-2 | 3-5 | 6+ | Full Year | wior deferrals) |
| 0 | 0 | 1 | Quarter | Beh (Suspe |
| 0-1 | 0-1 | 2 | Quarter Full Year | Behavior (Suspensions) |
| Report card grade of A, B, C | Report card grade of D | Report Card Report Card grade of F | MG – Math and ELA | Academics |
| Report card grade of A, B, C | Report card grade of D | ReportCard grade of F | HS – Core courses | mics |

Playbook, by Everyone Graduates Center Using Data to Keep All Students on Track to Graduation: Team





Application #7

Threshold Chart for On-Track Graduation **Helena Public Schools**'

(Building/District Thresholds)

| A, B, or C on report card | 0 | 0 | 4 absences (>90%) | Tier 1 |
|------------------------------|--------------------------------|----------------------------------|---|-------------------------|
| D on report card | 0 | 1 | 5-8 absences (80-90%) | Tier 2 |
| F on report card | 1 | 2 | 9 absences (<80%) | Tier 3 |
| Academics | Behavior Suspensions | Behavior office referrals | Attendance (average daily attendance) | Quarterly Indicators |

Other Areas to Consider:

- State and National test scores
- Overall proficiencies (course grades/GPA)
- Homework completion
- Mobility
- **Tardies**

Using Data to Keep All Students on Track to Graduation: Team Playbook, by Everyone Graduates Center

Variance to Standards

| Sanipienic | Cubatana | Substances | Substances | という | Substances | Substances | Substances | Substances | | Substances | Substances | Substances | | Substances | Substances | Substances | Substances | Substances | Substances | Substances | pp | oli | Substances | Substances | Substances | Substances | # | | Substances | Substances | | | | Substances | Substances | Substances | - NO. | Substances | Substances | The state of the s | Substances | |
|--|----------------------------|-------------|-------------|-------------|-------------|------------|------------|------------|---------|------------|------------|------------|--|------------|------------|------------------|------------|------------|-----------------------|-----------------------|-----------------------|---------------------------------|-------------------|--|----------------------------|-------------------|----------------------------|-----------------------|------------|------------|-------------------|------------------------|------------------------|-------------------|-------------------|------------|---|------------|------------------------------------|--|------------|---------------------|
| 0. 10 | SDED | | | Medical | | | SPED - ED | | | SPED - ED | | | SPED | SPED | SPED - ED | | SPED - ED | SPED | | | | | | SPED | | | SPED | | SPED | | | | | | SPED | | Medical | | | | | STATE OF THE PERSON |
| Hallslei Holli Out of State | Transfer from Out of State | HHS | HHS | HHS | HHS | HHS | HHS | HHS | HHS | HHS | HHS | HHS | HHS | HHS | PAL | PAL | PAL | PAL | PAL | HHS (Clancy) | HHS | Transfer from Out of State | HHS | HHS | Transfer from Out of State | HHS | Transfer from Out of State | Adult Learning Center | PAL | HHS | HHS | Transfer from In State | Transfer from In State | HHS | HHS | HKS | Transfer from CHS | HHS | HHS | Transfer from CHS | HHS | |
| | | | | | E | Smith | | | Bryant | | | Warren | | | | | | 4 | | | | Part of the Part of the Control | | | | | | | | | | | | Transfer In-State | Transfer In-State | | | Broadwater | 4 Georgians | | Rossiter | X 1 2 |
| East Leieng | East Helena | act Helena | East Helena | East Helena | East Helena | | Bryant | Bryant | | | | | Warren | Warren | | Central | | Georgians | Tra | Tra | Tra | Tra | Transfer (| Warren | | Jefferson | | | Clancy | | 1 | | | | State | Hawthorne | Rossiter | | ans | | | 3 |
| | | | | | | Jefferson | | | Central | | | Bryant | | | | | | | Transfer Out-of-State | Fransfer Out-of-State | Transfer Out-of-State | Transfer Out-of-State | sfer Out-of-State | | ransfer In-State | | Transfer In-S | Transfe | | Clancy | Transfer In-State | Transfer In-St | Transfer HomeSchoo | Rossiter | Broadwater | | | Warren | Rossiter | | Smith | 4 5 |
| E | 1 10 | ח | Fa | Ea | 8 3 | | | | | | | | | | | | | CRA | | | | | | HMS T | | | Annual III | r In-Sta | Clancy | | | State | <u>o</u> | CRA | CRA | | CRA | | CRA | | | 6 |
| East Helena | East Deletia | East Holono | et Helena | East Helena | East Helena | NMS | SWH | HMS | SWH | HMS | SWH | SWH | SWH | SWH | | SWH | | SWH | | | | | SWH | Transfer HMS | | Transfer In-State | | | SWH | | | | | SWH | Transfer | CRA | HMS | SWH | Transfer In-State | CRA | HMS | 7 8 |
| | | | | | | | | | | | | | | | | | SHH | SHH | | | Jacob | Transfer | S | S Transf | | | | | SHH S | | | | | | W. C. | CHS | S | | | SHH | | 9 |
| HHS | THO | - 1 | HHO | SHH | SHH | = | Ŧ | SHH | SHH | SHH | SHH | SHH | SHH | SHH | SHH | SH | | PAL | SHH | Ŧ | SHH | HHS | SHH | er HHS | Ŧ | Ŧ | | | | SHH | Ξ. | | HHS | SHH | SHH | | SHH | = | | SHH | HHS | 10 |
| W. D. C. | | | | 100 | | SHH | SHH | Seetle | | 406x1 | lt on | | Maring Services | | PAL | PAL | SHH | | | SHH | police | | | A CONTRACTOR OF THE PARTY OF TH | SHH | SHH | SHH | | | No. | SEE | SHH | Transfer | | | SHH | State | SHH | (INA | | | 11 |
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"Snapshot" of drops for HHS in March of 2011 for the Class of 2012...

Variance to Standards Application #7 nterventions for Targeted Concerns oned Interventions Documented and Facilitated Through Amongsted A-Teamswhen Students Strategic Individualized Data Decision Points for Benchmarks and Good student need opportunities to respond instruction time and student *Instruction differentiated based on "Students given multiple *Activity sequence promotes optima Effective Classroom Practices Data Decision Points/ Academic Support Increased Academi Support ntensive **Professional Learning Communities** clearly defined and taught-Linked to Universals *Students actively supervised *Expectations, rules, procedures and policies Effective Classroom Practices ppropriate behavior in place and used w Intensive Support for Consistent, firm, fair, corrective respons equency (4:1) ★ Mentoring Physical Well-Being Behavioral Skills or Increased Support for Physical Well-Being Social/Emotional/ PBIS School-Wide (MBI) Emotional/Behavioral Skills Increased Support for Social, Multi-Tiered Systems of Support

Positive Relationships Between Staff, Students, Family, and Community

System for responding to inappropriate behaviors System for reinforcing appropriate behaviors including Expect Respect

Expected behaviors defined and taught

5 Universal expectations

All Students

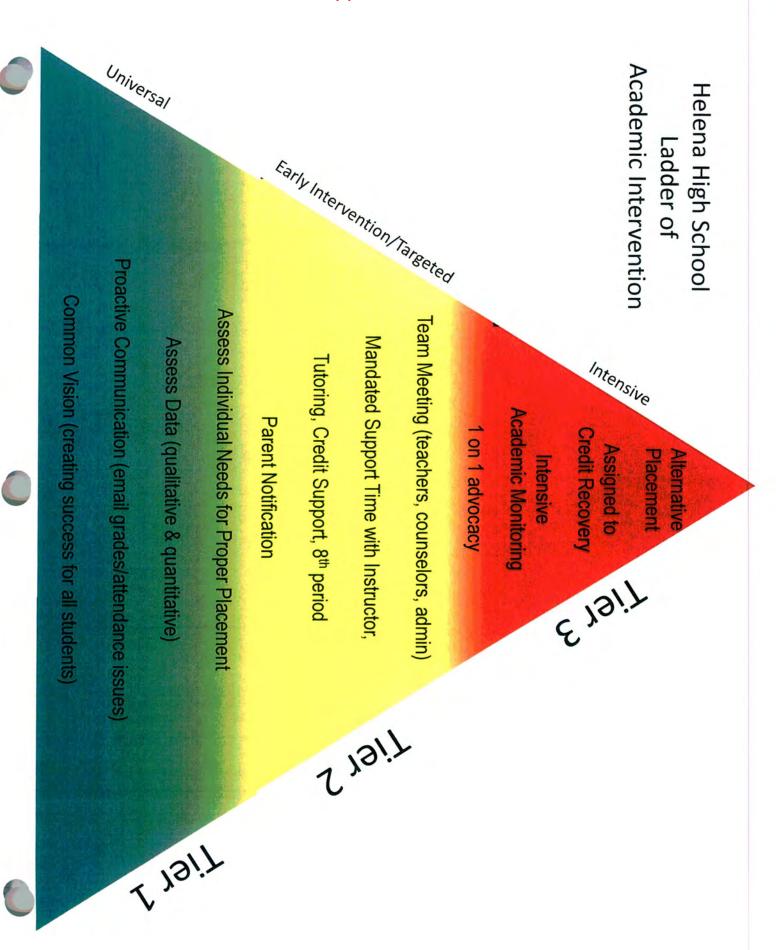
Tier 1:

Common Core

Effective Work Force and Facilities Using Best Practices

120 of 256

Linked to



Bryant School
Multi-Tiered
Systems of Support
(Academic & Behavior)

*Crisis Response Team
*PBS Classroom as an Intervention *Functional Behavior Assessments
*Individual Counseling Sessions

Early Intervention/Targeted

*Attendance

Intervention/Targeted

**Inte

*Check In Check Out Program

*Why Try Social Skills Group *Jobs Program

*Attendance Goals with Mr. Radley *Lagging Skills Assessment Tool *Reflection Time for Playground Behavior Students *Structured Recess *Office Referral System *Targeted Skills Group *Check & Connect *Push-in Social Skills with SLP Students

*Tier II Team (For process and placement of students)

1,1917

*School-Wide Reward System *Attendance Goals (Parent – Student – Teacher) *Paw "Tickets" for Good Behavior *Student Led Morning Announcements *Staff Committed to MBI Philosophy *Weekly Social Skills for All Grades *STOP WALK TALK Taught All Grades *New Lunchroom Procedures School-Wide Continuum of Consequences *Cafeteria Captains Lessons Developed and Taught for all Common Areas Grade Level Meetings for Academic Concerns

Universal

Types of Progress Monitoring Data

Achievement Academic

- Failed classes
- Homework completion
- GPA; core classes

Engagement Student

- Attendance(ex/unx)/Tardy
- School climate or engagement surveys
- On track/Drop out

Choices Healthy

- Office Referrals (disruption, disrespect)
- Suspension
- Behavioral health screeners

Types of Outcome Data

Academic

Achievement

- State/National test results
- GPA

Student Engagement

- Attendance
- Graduation/Dropout

Healthy Choices

- Office Referrals
- Suspension
- Montana Prevention Needs Assessment (MPNA)
 & Youth Risk Behavior Survey (YRBS)

5-8 absences

9+ absences Report card grade of F

- Individualized Interventions Intensive, Tier 3 5%

15%

- 1 office referral
- 0 suspensions
- Report card grade of D Strategic Interventions for Targeted Students
- 80%

Tier 2

School/Classroom-wide systems for

0 office referral

0 suspensions

0-4 absences

C or above <u>n all</u>

courses

all students, staff and settings

Quarterly Data

Tier 1

Social/Emotional

Academics

- 2 office referrals
- 1 suspension

Next Steps

- critical Integration of academic and behavior problem-solving is
- Success of Tiers 2 and 3 determined by the effectiveness of Tier 1
- Professional Development drives and sustains improvement
- Full implementation takes 4-6 years
- MTSS is a way of work for the District, not the implementation of a program

Building Expectations

- behavior concerns with your A-Teams Develop ladder of interventions for academic and
- Implementation of interventions with fidelity

District Expectations

Professional Learning Communities to work on:

- Defining standards for data reporting
- Providing menu of interventions as well as training to support
- Defining accountability measures to ensure progress

Resources Behind the Work

Support and Professional Development for creating the necessary infrastructure:

- Guaranteed and Viable Curriculum
- Common Assessments
- affect the identified needs Laser focused Professional Development designed to
- Define the Community's ability to help us get there

Career Cruising at HMS: 2011-2012

6th Grade (2 Days in Computer Arts)

Fall:

Spring:

Day One: Explore Careers

Save at least 2 Careers with comments to your Portfolio

Explore Careers by School Subject

- Select "Explore Careers"
- Select "Search for Careers by School Subject"
- Select "Computers"
 - Explore at least 2 careers under Computers
 - Save Careers you like and add a comment
- Select "Your Favorite School Subject"
 - · Explore at least 2 careers under the subject you select
 - Save Careers you like and add a comment

Explore Careers

Time permitting, you may explore careers by using, Index, Clusters, Career Selector, Military Careers, or Explore Industries.

Day Two: Portfolio, Explore Careers, & Journal

Portfolio

- Portfolio Homepage
- Select "Activities and Abilities"
 - Begin listing extracurricular activities, activities and abilities, volunteer experiences, and work experiences in your portfolios.

Explore Careers

Continue exploring careers by using, Index, Clusters, Career Selector, Military Careers, or Explore Industries. Save careers that interest you with a comment to your portfolio.

Journal Entry (Last Ten Minutes)

- > Portfolio Homepage
- > Select "Go to My Journal" and "Add New Entry"

Subject: 6th Grade Career Cruising

Your Thoughts: Answer the following questions...

- 1. What did you learn or discover while using Career Cruising?
- 2. What did you like most?
- 3. What did you like least?
- 4. Were these 2 days of Career Cruising helpful to you? Why or why not?

SAVE Your Journal Entry!

Career Cruising at HMS: 2011-2012

7th Grade (2 Days in Health and Family Consumer Sciences)

Fall: October 10 = 11

Spring:

Day One: Explore Careers

Save at least 2 Careers with comments to your Portfolio

Explore Careers by School Subject

- > Select "Explore Careers"
- > Select "Search for Careers by School Subject"
- > Select "Family and Consumer Sciences"
 - Complete School Subjects and Careers Worksheet (Optional) or...
 - School Subjects in the Workplace Worksheet (Optional)

Explore Careers

Continue exploring careers by using, Index, Clusters, Career Selector, Military Careers, or Explore Industries. Save careers that interest you with a comment to your portfolio.

Day Two: Learning Styles, Portfolio, & Journal

Learning Styles

- Select "Explore Assessments"
- > Select "Learning Styles Inventory"
 - Complete the Learning Styles Inventory and Save Results to Portfolio

Portfolio

- > Portfolio Homepage
- > Select "Careers that Interest Me"
 - Update Careers of Interest with Comments
- Select "Activities and Abilities"
 - Update extracurricular activities, career preparation activities, activities and abilities, volunteer and work experiences in portfolios.

Journal Entry (Last 10 minutes)

- Portfolio Homepage
- Select "Go to My Journal" and "Add New Entry"

Subject: 7th Grade Career Cruising

Your Thoughts: Answer the following questions...

- 1. According to your Learning Styles Inventory Results, how do you learn best?
- 2. Do you agree with these results? Why or why not?
- 3. How can you be successful in a class when a lesson is being taught in a teaching style that is different than your preferred learning style? (i.e.-teacher is lecturing and you are a tactile learner)

SAVE Your Journal Entry!

Career Cruising at HMS: 2011-2012

8th Grade (2-3 Days in TBD)

Fall:

Spring:

Day(s) One/Two: Explore Careers

Career Clusters

Complete Career Cluster Research Project (Optional)

- > Portfolio Homepage
- > Select "Career Preparation"
- > Select "Career Clusters"
- > Save at least 1 Career Cluster with a comment

Career Matchmaker

- > Select "Explore Assessments"
- > Select "Career Matchmaker"
 - Complete first 39 questions of Career Matchmaker & SAVE Results
 - Using Career Matchmaker Worksheet (Optional)

Explore Careers

Continue exploring careers by using, Index, Clusters, Career Selector, Military Careers, or Explore Industries. Save careers that interest you with a comment to your portfolio.

Day(s) Two/Three: Career Planning, Portfolio, & Reality Check

Career Planning

- Portfolio Homepage
- > Select "Career Preparation"
- Select "Career Planning Activities"
 - Complete at least 2 Career Planning Activities
- > Select "Career and Life Goals"
 - Complete Short Term and Long Term Goals

Portfolio

Update Careers of Interest with Comments

Update extracurricular activities, career preparation activities, activities and abilities, volunteer and work experiences in portfolios.

Reality Check:

- School Links (On Portfolio Homepage)
- > Select Montana Career Information System (MCIS)
- > Scroll down and select High School
- > Username: helenahigh
- Password: plan7ing

Variance to Standards

Application #7

Portfolio Completion Standards

Helena School District 1-HmS

| Criteria | | | G | rade Le | evel | | |
|--|----------|---|---------|---------|------|--------------|----------------|
| | | | | | | STATE OF SER | a coffesio Es |
| Career Matchmaker | | | 1 | 1 | 1 | | |
| Myskills Learning Styles | | / | | | | 1 | 1 |
| Careers of interess | / | / | 1 | 1 | 1 | 1 | 1 |
| Minimum number of careers | 2 | | 3 | 3 | 3 | 2 | 1 |
| Career Selector | / | V | 1 | | | 1 | 1 |
| Schools of Interest: Minimum-number of schools | | | | | | 1 | 1 |
| Minimum number of schools | | | | | | 2 | 2 |
| School Selector | | | | | | 1 | |
| Financial Aid Selector | | | | | | | 1 |
| | | | | | | | 4 |
| Education Plan: Grade 9 | | | Message | 1 | 1 | | |
| Minimum number of credits | | | 養 | 2 | 2 | | |
| Education Plan: Grade 10 | | | | 1 | 1 | 1 | |
| Minimum number of credits | | | | 2 | 2 | 2 | |
| Education Plan: Grade 11 | | | | | 1 | 1 | 1 |
| Minimum number of credits | | | i v | | 2 | 2 | 2 |
| Education Plan: Grade 12 | 116.1 | | | | | 1 | 1 |
| Minimum number of credits | | | | | | 2 | 2 |
| | | | | | | | |
| Career Cluster / Pathway Selection | | | 1 | 1 | 1 | 1 | 1 |
| Career Planning Activities | 12 | | 1 | 1 | 1 | 1 | 1 |
| Minimum number of activities | | | 2 | 1 | 2 | 3 | 4 |
| Post-Secondary Plan | | | | | | | 1 |
| Career and Life Goals | | | 1 | 1 | 1 | 1 | 1 |
| | | | | | | | |
| Hobbies & Interests | 1 | 1 | ~ | | | | - Constitution |
| Minimum number of activities | | | | | | | |
| Extracurricular Activities | 1 | - | ~ | | | | |
| Minimum number of activities | | | | | | | |
| Skills and Abilities | V | 1 | ~ | | | | |
| Minimum number of skills/abilities | | | | | | | |
| Awards and Certificates | ~ | V | ~ | | | | |
| Work Experience | V | V | V | | 7.5 | | |
| Volunteer Experience | V | ~ | / | | | | |
| Minimum number of hours | | | | | | | |



Page 1 of 1

Helena High School Career Cruising

In the past, the 8th graders coming into Helena High are at different stages in the Career Cruising program. We have a limited amount of time to work with the Career Cruising program so it can be difficult to get all of the students in the right spot in Career Cruising. It would be very helpful if any incoming students have completed these Career Cruising tasks.

Established a portfolio Completed entire Career Matchmaker Completed My Skills Learning Style Inventory

The majority of our career cruising time is spent in the sophomore and junior years. We are in the process of reviewing Career Cruising and how we would like to incorporate it further into our counseling program. One of our main goals is to provide a solid foundation in Career Cruising so students feel comfortable and confident using it throughout their high school career. If time allows we also introduce the Montana Career Information System.

In addition to providing a solid foundation, incorporating the Career Cruising program as an essential tool in the pathway process will be a priority. As the pathway project comes to fruition, so will our utilization of the Career Cruising program.

Sophomore Year

We present a 2 day program through all our sophomore health classes where we spend one day in the classroom and one day with the career cruising program. This program is dedicated to presenting ideas and information to get sophomores thinking about careers and post-secondary opportunities. I have attached our last power point presentation as well as or day 1 and 2 outlines.

Junior Year

In the junior year we also present a 2 day program through all junior English classes which involves one day in the classroom and a second day with career cruising. These days are dedicated to job applications, resumes and how Career Cruising can compliment this process. I have attached materials related to our junior presentations.



From: Boardman, Karen

Sent: Tuesday, December 13, 2011 3:06 PM

To: Campbell, Bruce

Subject: RE: Career Crusing

6th Grade

Initial Setup Portfolio Overview Journal Overview

7th Grade

Update portfolio- email, contact info, add skills and job experience to portfolio

- 1. Learning Style questionnaire
- 2. Matchmaker assessment all 161 questions -
- 3. Save 10 career choices to portfolio and add a comment to each career choice
- 4. Choose 1 career choice to present to class .Career Project= Posters, Paper and the Presentation in class will cover: job title, Career Cluster, job description, working conditions, education requirements, skills needed, earning potential(sample career path), advancement possibilities,3 alternative careers, interview (reading one of the choices or an actual individual in that career arena), and job demand/salary in the future researched by state.
- 6. ****Careers will be researched by: matchmaker questionnaire, military options, school subject, job title or type of education level.

Education Options such as: High School, Community College, Vocational (COT)college, and traditional four year college or university will be introduced.

Educational level required: Two, four and graduate programs of study will be researched.

7. Introduction to 16 Career Clusters

Junior Portfolio/ Resume Building

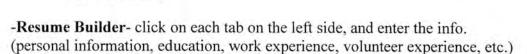
www.careercruising.com

-Log in

User name- helena Password- bengals

-Portfolio log in

User name- student ID # Password- ID#cc



-Format, View

- -choose a style (Contemporary allows you to put more on a page)
- -check sections where you put info, would like to have included on resume
- -set the order- career objective, education, work experience, volunteer experience, awards, skills, references)
- -Select references option (choose available upon request if you think your page is going to be full.)
- -Preview

-Print/Export

- -Click on Export Options
- click on Microsoft word
- -open a blank word document
- -Click on Export
- -Click on table and uncheck the Gridlines
- -Click Save your Resume

-Career Portfolio

- -Go to My files
- -Add Document
- -bring resume back in from where you saved it

-Career Portfolio

- Invite others to view my portfolio
- -Check only My Files
- Now, your resume can be sent out to anyone (at a later date, you could also upload an application, letters of recommendation from teachers, samples of work, etc. and put them in this spot as well.)

Cover Letter

-Open Word



- -Under Project Gallery
- -Home Essentials
- -Letters-envelopes
- -Cover letter
- -Read the information about what should be in a cover letter
- -Build your letter from the format
- -Save your letter in Career Cruising and in your normal spot

Job Application

- -Google Helena Job Service
- -Job seeker tools
- -Generic Application (Word)
- -Open with- Micosoft Office 2004
- -Fill in the grey boxes with your personal information
- -Save in My Files and your outside location

Any Remaining time

- -For a list of Jr. year tasks go to Schools
 - -planning time line
 - -Grade 11- spring semester links- read through what you should be doing at this point (notice links to ACT and SAT sites)

OR

- -To search for schools go to Schools
 - -school selector

OR

- -To search for possible careers go to Main
 - -Explore Careers
 - -Career selector

Sophomore Career Unit Day 1

Introduction

Power Point

Transcripts

Career Guides

Introduction

Over the next couple of days we will be exploring careers, your interests and skills, what it takes to graduate and what are the expectations for admittance into post-graduation institutions.

You will have an opportunity to review your transcripts so you know how things are progressing.

Power Point

The power point is an overview for the next couple of days. One of the main goals is to get the students thinking about their future options.

Slide 2- Have a general discussion about their future. See if any of the students have ideas about future careers and education.

Slide 3- Discuss student's interests, skill and talents.

Slide 4- Give a brief overview of Career Cruising. Check to see how many students have used it. Let them know that they will be using Career Cruising day 2.

Slide 5- (orangutan) Your Choice!

Slide 6 and 7- Discuss the importance of gaining additional education and training after graduation.

Slide 8 and 9- Your choice!

Slide 10- (top 20 employers) Share data and note the number of health care related employers.

Slide 11- Find the right fit (college and career). Start the process now. Find a career you can be passionate about.

Slide 12-13- Handout the students transcripts. Explain transcripts and review HHS grad. requirements.

Slides 14-15- College admission requirements are becoming more difficult so it is important that you understand them early in your high school career.

Slide 16- Don't end up hating your career.

Hand out Montana Career Guides 2011. and introduce the Montana Career Information System log in.

www.careers.mt.gov Username- helenahigh

password-plan7ing

Mt. colleges and Universities Specialized Training Schools Apprenticeship Programs Financial Aid tips In demand Job Skills

| Sophomore Career Unit | Day 2 | |
|--|----------------|-----------------|
| Name | | |
| Log onto www.careercruising.com. | | |
| A. Initial log in information a. Username: helena | | |
| b. Password: bengals | | |
| B. Portfolio log in | | |
| a. Username: ID numberb. Password: ID number + cc | (evample 1224) | (co) |
| b. Password. ID number + cc | (example 12345 | ecj |
| Career Cruising checklist | | |
| | Student | Counselor |
| 1. Create a portfolio. | - | _ |
| 2. Go to assessments and complete new Ma | tchmaker (116 | questions). |
| | _ | |
| Save to portfolio. | | |
| 3. Stay in assessments and complete My Sk | tills. | |
| | | - 17 |
| Save to portfolio. | | |
| 4. Once you have completed My Skills, look | | r options list. |
| List 5 of your listed careers that interest y | ou | |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5. | | |

| 5. Under assess the percentage | | c at your lear | rning styles | invento | ory and list |
|-------------------------------------|------------|----------------|--------------|----------|---------------|
| Visual | | | | _ | |
| Auditory | | | | | |
| Tactile | | | | | |
| 6. Stay in porti school subject. | | on the top c | areers (purj | ole). Do | 2 searches by |
| | | | _ | - | |
| List the s | chool subj | ects you cho | se. | | |
| - | | | | | |
| 0 | | | | | |
| 7. Under portfo | | | lan and upd | ate you | r educational |
| | | | - | _ | |
| If time allows www.mtcisint | | | | | em |
| | | | | | |



Freshman Career Cruising (10/3)

--Tell students that don't have their card what their username and passwords are.

Introduce Career Cruising:

Talk about the program

Guide Student Login:

Go to www.careercruising.com

Enter CHS username and password...capital & bruin (all lower case)

Students log into their own portfolios (on their access cards:username is student id & password is computer generated)

Students will be prompted to enter an email address if it is the first time they are using Career Cruising...explain why they may want to...in case they forget their login info or to receive messages from their Career Cruising advisors (their counselors)

***Generic login for all of us: (Please do not save anything in this profile, it's for an example to show the students. It doesn't have any information saved.)

Login: ccruising

Password: careercruising

Goals for the Day: Career Matchmaker, Careers of Interest (3), Career Clusters,

Career Planning Activity (1), Career and Life Goals

Career Matchmaker (Located under the "Assessments" tab on the top toolbar). (Answer questions about your likes and dislikes to find careers that match up with your interests.):

Demonstrate how to access and use (Must answer first 39 questions, more if there's time)

"Save results to your Portfolio!"

Explain results..."Why isn't ____ suggested?" Demonstrate: Under "Other Options", Select

"See how other careers match up with my answers"

Demonstrate how to explore suggested careers, and save to their portfolios

Optional...answer additional questions

Careers of Interest under the Careers Tab.

Need to save at least 3 Careers of Interest to their portfolios.

Career Clusters: In students' Portfolios (under Career Preparation on left side toolbar), direct students to complete Career Clusters, identifying clusters of interest, with a reason why they like it in the comment field. (Click on the career cluster, read the information, and check-mark the box for the career they want to comment on). Save.

1 Career Planning Activity: In students' Portfolios (under Career Preparation; direct students to enter at least 1 Career Planning Activity that they are willing to commit to completing in the next year. Save.

Career and Life Goals: In students' Portfolios (under Career Preparation), direct students to enter short term & long term goals in Career and Life Goals and save.

***If there is extra time, students should "update" their PROFILES!! (Under the Portfolio homepage and under Quick Links—the 2nd thing down that says "Update my personal profile."



Sophomore Career Cruising . . . Day One

October 17-18

Introduce Career Cruising:

Talk about the program

Pass out Access Cards or give out ID logins from folder:

"Keep them somewhere safe...maybe with your ID card?"

Guide Student Login:

Go to www.careercruising.com

Enter CHS username and password...capital & bruin (all lower case)

Students log into their own portfolios (on their access cards; username is student id & password is computer generated)

Students may be prompted to enter an email address...explain why they may want to...in case they forget their login info or to receive messages from their Career Cruising advisors (their counselors)

Goals for the Day: Career Matchmaker and Learning Styles Inventory

Career Matchmaker (Located under the "Assessments" tab on the top toolbar). (Answer questions about your likes and dislikes to find careers that match up with your interests.):

Demonstrate how to access and use (Must answer first 39 questions, more if time allows)

"Save results to your Portfolio!"

Explain results..."Why isn't ____ suggested?" Demonstrate: Under "Other Options",

Select "See how other careers match up with my answers"

Demonstrate how to explore suggested careers, and save to their portfolios

Optional...answer additional questions

Learning Styles Inventory (Discover how you learn and retain information and find tips on how to improve your study habits to suit your learning style.):

Demonstrate how to access and use

"Save results to your Portfolio!"

Explain results/legend

Remainder of the Period:

Allow students to complete the Career Matchmaker and Learning Styles Inventory and time to explore careers under the Careers Tab.

Need to save at least 2 Careers of Interest to their portfolios.



Sophomore Career Cruising . . . Day Two

Direct Students to Login to their Portfolios:

Go to www.careercruising.com

Enter CHS username and password...capital & bruin (all lower case)

Students log into their own portfolios (on their access cards; name is student id & password is computer generated)

Goals for the Day: Career Clusters, 2 Career Planning Activities, Career and Life Goals, Activities and Abilities, Work Experience and Volunteer Experience

Career Clusters: In students' Portfolios (under Career Preparation on left side toolbar), direct students to complete Career Clusters, identifying clusters of interest, with a reason why they like it in the comment field. (Click on the career cluster, read the information, and check-mark the box for the career they want to comment on).

2 Career Planning Activities: In students' Portfolios (under Career Preparation; 4th box down), direct students to enter at least 2 Career Planning Activities that they are willing to commit to completing in the next year.

Career and Life Goals: In students' Portfolios (under Career Preparation), direct students to enter short term & long term goals in Career and Life Goals and save.

Activities and Abilities: (Under career preparation tab). Complete all 4 sections under the Activities and Abilities tab.

Work Experience and Volunteer Experience: Complete if applicable.

Last Five Minutes: (If you have time.)

Direct Students back to their Portfolio Homepages (Top-left bar)

Ask them to Select "Go to My Journal" and to "Add New Entry" (Bottom-left)

Using the Subject: Sophomore Career Cruising

Your Thoughts: Answer the Following Questions... (Write them on the board).

What did you learn or discover while using Career Cruising?

What did you like most?

What did you like least?

Were these 2 days of Career Cruising helpful to you? Why or why not?

***Generic login for all of us: (Please do not save anything in this profile, it's for an example to show the students. It doesn't have any information saved.)

Login: ccruising

Password: careercruising



Junior Career Cruising . . . Day One

Introduce Career Cruising:

Talk about the program

Pass out Access Cards:

"Keep them somewhere safe...maybe with your ID card?"

Guide Student Login:

Go to www.careercruising.com

Enter CHS username and password...capital & bruin (all lower case)

Students log into their own portfolios (on their access cards; username is student id & password is computer generated)

Explain Goals for the Day:

Complete Career Matchmaker, My Skills, & Career Selector

"By the end of the period, you need to identify at least 2 Careers that are interesting to you and save them to your portfolios"

Career Matchmaker (Likes & Dislikes):

Demonstrate how to access and use (Must answer first 39 questions)

"Save results to your Portfolio!"

Explain results..."Why isn't ____ suggested?" Demonstrate: Under "Other Options",

Select "See how other careers match up with my answers"

Demonstrate how to explore suggested careers, and save to their portfolios

Optional...answer additional questions

My Skills (Abilities you already Possess):

Demonstrate how to access and use

"Save results to your Portfolio!"

Explain results/legend

Explain how skills translate to careers and how skills can be improved and built in high school

Career Selector:

Demonstrate how to access and use

Read carefully...In "Core Tasks" section it asks you to identify tasks you like. In the "Working Conditions" section it ask you to identify conditions that you could not tolerate "Save results to your Portfolio!"

Remainder of the Period:

Allow students to complete the Career Matchmaker, Skills, and Career Selector assessments and to explore careers under the Careers Tab.

Need to save at least 2 Careers of Interest to their portfolios.



Junior Career Cruising . . . Day Two

Direct Students to Login to their Portfolios:

Go to www.careercruising.com

Enter CHS username and password...capital & bruin (all lower case)

Students log into their own portfolios (on their access cards; name is student id & password is computer generated)

Discuss Features of Students' Career Cruising Portfolios:

Direct students to complete **Career Clusters**, input **3 Career Planning Activities**, and to enter short term & long term goals in **Career and Life Goals** (All of these are found under "Career Preparation" in their portfolios)

Explain Goals for the Day:

Complete School Selector & identify at least 2 Schools of Interest and save them to your portfolios.

School Selector:

Demonstrate how to access and use "Save results to your Portfolio!"

Schools of Interest:

Direct Students to open one of their Careers of interest and click on the "Education" button, then scroll down to the "Related College & University Programs" and click on one of the programs listed...It will list MT schools with that program (if available) and the option to look at schools in other states.

Direct Students to explore schools under the Schools Tab.

Need to save at least 2 Schools of Interest to their portfolios.

If there is extra time:

Direct Students back to their Portfolio Homepages
Have students update their personal profile. (Under Quick Links)
Have the students look at Occupation Profiles. Have them look at career profile, photos, and interviews.



Senior Career Cruising . . . Day One

Introduce Career Cruising:

Talk about the program and what they may remember from last year.

Ask them to get out their Access Cards from last year:

"Keep them somewhere safe...maybe with your ID card?"

Guide Student Login:

Go to www.careercruising.com

Enter CHS username and password...capital & bruin (all lower case)

Students log into their own portfolios (on their access cards; username is student id & password is computer generated)

Explain Goals for the Day:

Complete and update Career Matchmaker, Careers of Interest, Career Selector, and explore Schools of Interest

"By the end of the period, you need to identify at least **1 Career** that is interesting to you, and complete the career selector and **save it** to your portfolios"

Update Career Matchmaker (Likes & Dislikes): Click on "New Matchmaker Session"

Demonstrate how to access and use (Must answer all questions)

"Save results to your Portfolio!"

Explain results..."Why isn't ____ suggested?" Demonstrate: Under "Other Options", Select "See how other careers match up with my answers"

Update Careers that Interest Me

(Under portfolio tab and then the 3rd blue bar down on the left) and update "Careers that Interest me under the portfolio tab and have them "save to their portfolios."

Career Selector:

Demonstrate how to access and use Career Selector (Located under Careers tab and click on Career Selector on the bottom left of the list)

Start with School Subject and click on "next" until you have gone through the list Read carefully...In "Core Tasks" section it asks you to identify tasks you like. In the "Working Conditions" section it ask you to identify conditions that you could not tolerate "You must save 1 Career of Interest to your portfolio" (on the bottom left side in gray). Allow students to look at Career Matchmaker, and Career Selector assessments and compare results form different assessments and searches.

Complete School Selector & identify at least 2 Schools of Interest and "save them to your portfolios."

Direct Students to open one of their Careers of interest and click on the "Education" button, then scroll down to the "Related College & University Programs" and click on one of the programs listed...It will list MT schools with that program (if available) and the option to look at schools in other states.

Direct Students to explore schools under the Schools Tab.



Senior Career Cruising . . . Day Two

Direct Students to Login to their Portfolios:

Go to www.careercruising.com

Enter CHS username and password...capital & bruin (all lower case)
Students log into their own portfolios (on their access cards; name is student id & password is computer generated)

Discuss Features of Students' Career Cruising Portfolios.

Explain Goals for the Day:

Career Planning Activities under Career Preparation (at least 4), complete Post Secondary Plan section, update Activities and Abilities, Volunteer Experience, and Work Experience, save Financial Aid Selector results, update Resume, export as a Word file, and format

4 Career Planning Activities: In students' Portfolios (under Career Preparation; 4th box down), direct students to enter at least 2 Career Planning Activities that they are willing to commit to completing in the next year.

Complete Post Secondary Plan under Career Preparation section. Complete all tabs and save!

Career and Life Goals: In students' Portfolios (under Career Preparation), direct students to enter short term & long term goals in Career and Life Goals and save.

Activities and Abilities: (Under career preparation tab). Update extracurricular activities.

Update Work Experience and Volunteer Experience and "save to portfolios."

Complete Financial Aid Selector: (under Schools tab)

Have the students answer all the questions and save their results.

Update Resume, export as a Word file, and format.

Optional Last Five Minutes:

Direct Students back to their Portfolio Homepages
Ask them to Select "Go to My Journal" and to "Add New Entry"
Using the Subject: Junior Career Cruising

Your Thoughts: Answer the Following Questions...

What did you learn or discover while using Career Cruising?
What did you like most?
What did you like least?
Were these 2 days of Career Cruising helpful to you? Why or why not?

The Warrisplace

On Main page, click on "Explore Careers" and then select "Search by School Subject." Select "Family & Consumer Sciences."

Scroll through the list and click on a career that interests you.

Career:

Read the Job Description, Working Conditions, Education, and Sample Career Path sections.

Find three examples of how people in this career use the school subject you selected.

- 1.
- 2.
- 3.

Click on one of the two interviews.

Person's name:

Click on A Day In The Life to read about the person's workday.

Find two examples of the person using the school subject you have chose.

- 1.
- 2.

Summary-Your Views: Now that you have learned a little about this career and how people in it use skills or knowledge associated with a school subject, answer the following questions:

Would you enjoy the tasks that people in this career do? Why or why not?

Which other school subjects do you think are important in this career? Why?

- Janel Subjects & Careers - Grade Career Cruising

On Main page, click on Explore Careers and then Search By School Subject. Choose your favorite subject. Scroll through the list and click on the career that interests you most.

Career:

Read the Job Description section. Answer the following questions:

What duties do people in this career typically perform?

What skills do they require?

Click on the Education button.

What education and training do you need to enter this career?

What other qualifications are good to have?

Which college programs are related to this career?

Click on one of the two interviews.

Person's name:

Read the person's interview and answer the following questions:

How did this person get into this career? (See Questions & Answers #2)

What does this person say about opportunities to get into this career? (See the last few questions in Questions & Answers)

What advice does this person have for people who want to get into this career?

Summary-Your Views: Now that you have learned a little about this career and the education and training you need to get started, answer the following questions:

Do you think this is a tough career to get into? What is the most difficult part?

Would you be willing to complete the education and training necessary to work in this career?

Trent Clusters Research Project on Grade Career Cruising

On Main page, click on Explore Careers, then click on the 16 Career Clusters button. Click on a cluster that interests you and then click on the Related Careers button. Scroll through the list and click on a career that interests you.

Career:

Read the Job Description and Working Conditions. Answer the following questions:

What do people in this career do?

What are the working conditions like for people in this career? (i.e. Where do they work? What are their typical hours? What challenges do they face?)

Click on Earnings and Sample Career Path. Investigate the following:

What salaries do people in this career earn?

How does their job change as they gain more experience and seniority? (i.e. as they move along the Sample Career Path)

Click on Related Careers. Click on a career that interests you.

Career.

Read the Job Description and Working Conditions. Answer the following questions:

What do people in this career do?

What are the working conditions like for people in this career? (i.e. Where do they work? What are their typical hours? What challenges do they face?)

Click on Earnings and Sample Career Path. Investigate the following:

What salaries do people in this career earn?

How does their job change as they gain more experience and seniority? (i.e. as they move along the Sample Career Path)

Summary-Your Views: Now that you have learned a little about these two related careers, answer the following questions:

What is similar about the two careers?

Which career do you think you would like more? Why?

Grade Career Cruising

On the Main page, click on the Assessments button in the menu bar at the top of the page, and then click on the Career Matchmaker link. Read the instructions on the Introduction page, then click Start!

Answer the questions. (Do your best! The more thought you put into these answers, the better your results will be. If you need information about a question, click on the More Info button beside the question.)

After you answer the first 39 questions, you will be asked if you want to save your results to your portfolio. Save as: 8th grade. You will be given a Career Suggestions page which lists the careers that are suitable based on your responses to the questions.

Click on a suggested career that you're most interested in.

Career:

Read the Suitable For You? Information that appears for the career you have chosen and answer the following questions:

What are the Central Aspects of this career?

What are the Central and Secondary Aspects to which you answered Like or Like Very Much?

Did you answer Dislike or Dislike Very Much to any of the aspects?

Read the Job Description section. Answer the following questions:

What duties do people in this career typically perform?

What skills do they require?

Click on the Education button.

What education and training do you need to enter this career?

What other qualifications are good to have?

Which college programs are related to this career?

Under the Photo and Interview section, there will be two names. Click on one of the two names and read about that person's likes and dislikes. Answer the questions below pertaining to the information you just read.

Person's name:

What are some of his/her likes? What are some of his/her dislikes? Describe a day in the life of this person: Click on a suggested career that you're don't know anything about. Career: Read the Suitable For You? Information that appears for the career you have chosen and answer the following questions: What are the Central Aspects of this career? What are the Central and Secondary Aspects to which you answered Like or Like Very Much? Did you answer Dislike or Dislike Very Much to any of the aspects? Read the Job Description section. Answer the following questions: What duties do people in this career typically perform? What skills do they require? Click on the Education button. What education and training do you need to enter this career? What other qualifications are good to have? Which college programs are related to this career? Under the Photo and Interview section, there will be two names. Click on one of the two names and read about that person's likes and dislikes. Answer the questions below pertaining to the information you just read. Person's name: What are some of his/her likes? What are some of his/her dislikes? Describe a day in the life of this person:

Once you've completed this assignment, you may answer the second round of questions as well. Click on the blue Answer More Questions link in the Improve Results section on the right side of the Career Suggestions page. Answer as many additional questions as you can, and then click the gray View Career Suggestions So Far button to see your updated list of career suggestions.

A-Team Protocol Process

Step 1:

- Any staff member can initiate an A-Team referral by filling out Step 1 of the A-Team process and submit to the A-Team coordinator.
 - X If the staff member is certified, they fill out all sections of the referral form (pages 1-3). In addition, they send an e-mail to the student's other teachers to collect data. The e-mail can read, "An A-team referral has been made on (student's name). Please respond to this e-mail providing any information that would be helpful to the A-team including:
 - Do you have any concerns of the student?
 - What do you see as the student's strengths?
 - Have you had any conversations regarding your concerns with the parents?
 - What types of interventions have you tried in your classroom?
 - When did you start/end those interventions?
 - X If the staff member is not certified, they fill out the first section of Step 1 (Page 1), then submit to the A-team coordinator who collects the remaining data in Step 1.

A-Team coordinator reviews the information and EITHER:

 Takes immediate action with the student and/or family. Then, the A-Team coordinator reports back to the A-team at the next A-Team meeting.

OR

- A-Team coordinator places the student's name on A-Team agenda.
- A-Team coordinator prints academic, attendance, and discipline.

Step 2:

- A-Team meeting occurs. Coordinator brings Powerschool data, e-mails from teachers, and Step 1 (pages 1,2& 3) for each student on the agenda.
- A-Team coordinator documents discussion using the Step 2 (page 4).
- A-Team coordinator documents on the "Collective Data Sheet" (page 6).
- A-Team coordinator collects signatures on "A-Team Meeting Sign-In" (page 7).

Step 3:

- A-Team holds their next regularly scheduled meeting.
- A-Team reviews all students plus new students. A-Team will decide to either:
 - Continue the interventions if they are working

OR

 Initiate Step 3 (page 5) of the A-Team paperwork if the previous interventions are not working.

2/21/2012

A-Team Composition and Protocol

A-Team Meetings need to happen and need to be documented

Each Building Will:

- Identify a Student Assistance Team
 - o High Schools to have a team per Counselor Group (grade or alphabet)
- Identify A-Team Coordinator (may be more than one per building)
- Show Forms for Demonstration of Use
- Identify and Schedule Standing Meeting Time
- Schedule Training for First Responders
 - o All Buildings will train all staff in protocol

Composition of Core A-Team (minimum):

- Principal or Assistant Principal
- School Counselor by grade or alphabet
- Schools Psychologist/Social Service Coordinator (when in buildings)
- Person who initiated referral (on agenda by time, for their referral only) when appropriate
- Parents and/or Students when appropriate

Strongly recommended to include the following for your A-Team (where available):

- Special Education Teacher
- School Nurse
- Project Success Counselor for Building
- Transitional School Based Mental Health Coordinator
- CSCT Coordinator
- Teen Screen Clinician, when screening

A-Team Referral Step One

- From referring person to Certified Support Staff
- All Direct Community Referrals from this step need to be reported to A-Team

| Date of Initial Referral Student | 's Name(| Grade Da - | te of Birth - |
|----------------------------------|-----------------------------|------------------------|------------------|
| Person Initiating Referral: | | | |
| Non-Certified Staff | Certified Staff | Community | |
| Reason for Referral: | | | |
| How often is it happening (in | clude when and where): | | |
| Who else is involved? | | | |
| Have you attempted any inte | rventions? If yes, please e | explain and include ou | tcomes. |

Certified Staff: Please fill out and attach appropriate information for pages 2 and 3.

Parent's Name:

Is student on an IEP or 504?

Describe parental involvement (details of meetings held, phone calls, notes sent home):

Student Strengths:

| Attendance | 当。1915年6月25日,1915年1916年1916年 |
|---|------------------------------|
| Number of Tardies | |
| Days Absent | 2,0 |
| Number of Office Referrals/Incident Reports | 5 |
| Number of Detentions | - |
| Number of In-School Suspensions | +11 |
| Number of Out-of-School Suspensions | • |

Data Source: Power School - Can be printed and attached

| Subject | Current Grade | Previous Grade |
|------------------------|---------------|----------------|
| Math | - | - |
| Reading/English | 42 | |
| Science | - | |
| Social Studies/History | | * |
| Other (specify) | | * |

Data Source: Power School - Can be printed and attached

| CRT or AIMSweb Results | ACCEPTED TO THE TOTAL TO THE |
|------------------------|------------------------------|
| Math | - |
| Reading | |
| Science | |
| Science | • |

Please send an e-mail to the student's other teachers to collect data. The e-mail can read, "An A-team referral has been made on (student's name). Please respond to this E-mail providing any information that would be helpful to the A-team including:

- Do you have any concerns of the student?
- What do you see as the student's strengths?
- Have you had any conversations regarding your concerns with the student or Parents?
- What types of interventions have you tried in your classroom?
- When did you start/end those interventions?

Previous Interventions Attempted

| Intervention | Begin Date | End Date | Outcon | 1e |
|--------------|------------|----------|--------|----|
| #1 | - | <u>-</u> | ~ | |
| #2 | | | | |
| | | | | |
| #3 | | | | |

A-Team Referral Step Two

- . A-Team meets to discuss initial referral
- A-Team Coordinator fills out student specific notes in detail at A-Team Meetings and enters into Collective Spreadsheet for follow up A-Team Meetings
- All Interventions need to be Research Based. Evidence-based programs or interventions (EBPs/EBIs), also called science- or research-based programs, are programs proven through research to achieve stated goals and objectives. Evidence-based programs have met high standards of safety, efficacy, and effectiveness.

Brainstorm Interventions

- Intervention 1:
- Intervention 2:

Determine academic, behavior, and/or social emotional goal (depends on student need):

Plan for Implementation and Person Responsible for Communicating to those who need to know:

A-Team Referral Step Three

- . A-Team Meets to Review intervention plan through the use of data and verbal information
- All Interventions need to be Research Based. Evidence-based programs or interventions (EBPs/EBIs), also
 called science- or research-based programs, are programs proven through research to achieve stated goals
 and objectives. Evidence-based programs have met high standards of safety, efficacy, and effectiveness.

| Date of Initial Referra | l Student's Nan | ne Grade | Date of Birth |
|-------------------------|-----------------|----------|---------------|
| | | - | - |

A-Team members meet to discuss progress and continued concerns. If interventions are working, they are continued and the student is on the agenda for follow up discussion at next meeting.

Student's progress is discussed at each A-Team meeting until the Team decides progress has been made to a
point of success. A student may continue in follow up discussions indefinitely and for more than one area of
concern. Once the Team decides to discontinue follow up discussions, all notes, referrals and follow up
measures will be maintained in the student's Assistance Team file.

When interventions are not working and all building level programs have been tried and/or considered, the Team needs to consider the following:

| Next Steps | Eligible? | Outcome | Person Responsible |
|---|-----------|---------|--------------------|
| Change to Intervention (using format of Step 2) | 3 | - | |
| 504/IEP* | | - | - |
| Special Education* | 2 | - | 1. |
| Change of Placement* (PEAK, PAL, E-Net, ect) | | • | - |
| Community Services* | ÷ | - | |
| Other (Specify)* | | + | + |

^{*}When these interventions are recommended an A-Team member will obtain parental permission for further evaluation or referral.

A-Team Meeting Collective Data

| Follow | Up | Meeting |
|--------|----|---------|
| Date | 8 | Time: |

| Student | Intervention | Person Responsible | Start Date | End Date | Review Date | Outcome Goal | A-Team Comments |
|---------|--------------|-----------------------|---------------|-------------|-------------|-----------------|--------------------|
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| Data | |
|------|--|
| Date | |

A-Team Meeting Sign – In

• Coordinator responsible for documenting meeting attendance

| Name | Title | Signature |
|------|-------|-----------|
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Helena Public Schools

District 504 Coordinator Proposal

Student Proposal:

- I. District Coordinator
 - a. Vanessa Nasset
 - Yearly Training on 504 Law—Schedule updates
 - Monitoring of all District 504 cases
 - HPS 504 Manual Development/Training Protocol Dissemination
 - o Procedures and Form Development (Bea)
 - o Discipline Under 504 Flowchart (Bea)
- II. Building Coordinators
 - a. Building Principals
 - Oversight
 - Yearly Training Coordination
- III. Building Case Managers
 - a. K-5 School Counselors unless he/she also serves as School Psych then Principal
 - b. 6-12 Guidance Counselors
 - Coordination and Monitoring of 504 Plans/Meetings
 - Meeting coordination with teacher, principal, parents, nurse, others knowledgeable of student
 - Documentation
 - Notification to teachers, parents, etc.

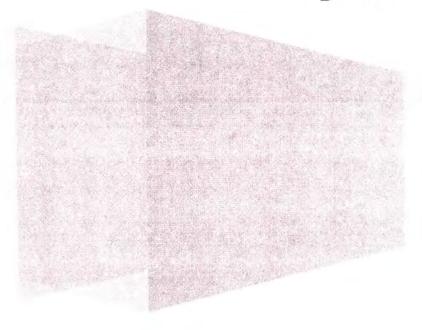
Employee Proposal:

- I. <u>District Employee Coordination</u>
 - a. Bill Rasor (current, no change needed)
 - Personnel Issues

Helena School District

504 Manual and Forms

September 2012



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HELENA SCHOOL DISTRICT SECTION 504 HANDBOOK

INTRODUCTION

Section 504 of the Rehabilitation Act of 1973 was enacted to eliminate discrimination on the basis of disability in any program or activity provided by school districts or other educational providers who receive federal funding. Section 504 specifically prohibits a school district from excluding an "otherwise qualified individual with a disability" from participation in, or denied the benefits of, or be subjected to discrimination under any program or activity receiving federal funding. See 29 U.S.C. § 794.

Put simply, the purpose of Section 504 is to ensure that qualifying students are provided educational activities equivalent to their nondisabled peers. It is important to remember that Section 504 is not only a statute that prohibits discrimination, but it also requires school districts to provide appropriate educational services, which may include special education, related aids and services, and accommodations, to qualifying students.

The Office for Civil Rights (OCR) enforces several federal civil rights laws, including Section 504 of The Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990. The primary vehicle for OCR enforcement is through the process of complaint investigation and resolution. The determinations of OCR, and to some extent case law, provide guidance to school districts on how to handle the two pronged legal requirements of Section 504 in the area of non-academic and extracurricular services and activities for students with disabilities. It is only through an awareness of OCR and court decisions that an educator can effectively discern the scope of their obligation to provide these opportunities "to the maximum extent appropriate," in a manner that affords "an equal opportunity."

The information in this manual includes the changes resulting from the Americans with Disabilities Act Amendments of 2008, and reflects the Helena School District's ongoing commitment to educating ALL children in accordance with our Mission and Core Beliefs.

| What is Continue 5049 | #C+i 5042 i C+i 504 - 64 - P-1Liliani - A-+- 61072 - 6-1 - 1 |
|--|--|
| What is Section 504? | "Section 504" is Section 504 of the Rehabilitation Act of 1973, a federal civil rights statute protecting persons with disabilities from discrimination. Section 504 applies to all agencies that receive federal funds, including public schools. |
| How is "disability" defined under Section | Section 504 defines disability as a physical or mental impairment that substantially limits a major life activity. |
| 504? | A <i>physical impairment</i> is a medical condition or disorder of bodily functions. |
| | A mental impairment is a cognitive, learning or psychological disorder. |
| | A major life activity includes seeing, hearing, speaking, walking, bending, learning, reading, concentrating, thinking, working, caring for oneself, performing manual tasks, and other similar types of activities. |
| | Major life activities also include bodily functions such as breathing, sleeping, neurological functioning, bowel/bladder functioning, and other bodily functions. |
| | A <i>substantial limitation</i> means that the student is significantly restricted as to the condition, manner or duration under which a student can perform a particular major life activity as compared to the average student population. |
| What does Section 504 do for students with disabilities? | Students with disabilities are <i>protected from discrimination</i> on the basis of disability if they have a mental or physical impairment that substantially limits a basic life activity, or have a history of such an impairment or are treated as if they have such an impairment. |
| | Under Section 504, students with a mental or physical impairment that substantially limits a basic life activity are entitled to a <i>free appropriate public education</i> , including regular education and other accommodations or supports that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of nondisabled students are met. |
| Who should be referred for Section 504 consideration? | Parents and teachers should refer any student who is suspected of having a physical or mental impairment and who is believed to need accommodations or supports to receive a free appropriate public education. |
| How is a referral made? | A parent or teacher may begin the referral process by talking to the school's principal or assistant principal, a school counselor, or the school's 504 coordinator. Referrals will typically go to the Assistance Team (A Team). Sometimes referrals will go directly to a 504 team or a special education team. |
| Who makes decisions about whether a student has a disability under Section 504? | This decision is made by a team that includes someone who is knowledgeable about the student, about the evaluation data, and about placement or support options. Typically, parents are invited to participate as part of this team. |

| What information does the team consider? | The team considers information from the parents and teachers along with any information from the student's outside health or medical providers. If further testing is needed, the district will ask parents for their written consent for testing. Sometimes a school nurse will be involved in assessing the impact of a student's disability at school and reviewing information from health or medical providers. |
|---|---|
| | For students who transfer in from another district, the team will consider information from the previous school or school district. |
| | Parents may be asked to provide a copy of previously conducted medical assessments. Parents may be asked to give written consent for the school to request medical, health, psychological, or other records. Parents may also be asked to get a medical statement or health assessment statement from the student's health care provider. |
| What decisions does the team make? | The team must decide whether the student has a disability under Section 504. If so, the team must then decide if the student needs a Section 504 Student Accommodation Plan to access his or her education. |
| | The team's decisions are documented and parents are given a copy, along with a Statement of Parent and Student Rights under Section 504. |
| What is a Section 504 Student Accommodation Plan? | The Section 504 Student Accommodation Plan documents the specific accommodations or supports the student needs to ensure that the individual needs of the student with a disability are met as adequately as the needs of non-disabled students. The comparison is to an average student in the general population. The Section 504 plan is designed to provide appropriate supports, not necessarily all of the supports that would "maximize the student's potential" or "the best supports". |
| | The team makes an individual determination of the student's educational needs and supports required. Like special education services, 504 plans must be implemented in <i>the least restrictive environment</i> . |
| Will every student with a disability under Section 504 have a Section 504 Student Accommodation Plan? | Most will, but not necessarily all. When considering whether a student has a disability under Section 504, the team cannot consider any factors such as medication, assistive devices such as hearing aides, or other individual supports or aids for the student (other than ordinary eyeglasses or contact lenses). (These are called "mitigating factors".) |
| | In some cases, the student may not need a Section 504 Plan if the individual supports or aids (mitigating factors above) adequately allow access to the educational setting. |
| What are "accommodations"? | Accommodations are adjustments that are designed to lessen the impact of the student's disability to provide access to the school program. There is no "list" of approved accommodations. Accommodations should be determined individually for each student. |
| Must the team accept the doctor or health care provider's recommendations for | While a doctor may be qualified to provide a medical diagnosis, it is important to remember that a doctor or medical provider's recommendations are suggestions. The school team must consider multiple sources of information to determine whether the student has a disability and |

| accommodations? | to decide what accommodations and services, if any, are needed. |
|---|--|
| Is a Section 504 Student Accommodation Plan the same as an IEP? | No. An IEP (Individualized Education Program) is written for students who have disabilities under the Individuals with Disabilities Education Act (IDEA). These students must need special education services to be eligible for an IEP. |
| | A Section 504 Student Accommodation Plan is similar to an IEP but not as detailed. Students with disabilities under 504 who do not need special education services may have a 504 plan if they need accommodations or other supports in the school setting to access their education. |
| What happens if the team does not agree about whether the student has a disability or about what needs to be on the plan? | The team should try to reach consensus. If consensus is not possible, then the district members of the team (typically an administrator) will decide the matter. If the parent does not agree, the parent may pursue resolution options. |
| What are the resolution options | The parent may ask for an informal meeting with a school principal or assistant principal to review the matter and share concerns. |
| under Section 504? | The parent or district staff may contact the Helena School District 504 Coordinator, Vanessa Nasset, for consultation or facilitation. |
| | The parent may use the Helena School District Impartial Due Process Procedures, or file a complaint with the federal Office for Civil Rights. |
| When should the student's Section 504 Accommodation Plan be reviewed? | The plan should be reviewed at least annually. If the district is considering a significant change in placement, then a reevaluation and review should be conducted before that change. |
| What is a "significant change in placement"? | A significant change in placement is a placement that changes the nature, type or duration of the educational program for the student. A minor change in program such as a new teacher or moving to another classroom at the same level, or moving to another building in the same type of program would not be considered a significant change. |
| | Significant changes in placement occur because the student's needs change or because the student has engaged in conduct that results in a disciplinary removal from school. |
| Are all suspensions and expulsions from school | No. A suspension or expulsion of more than 10 school days in a row would be considered a significant change in placement. |
| considered a significant change in placement? | Shorter suspensions that add up to more than ten school days may also be considered a significant change in placement if there is a "pattern" to the removals. "Pattern" is determined by looking at the length of each removal how close the removals are to each other, and the total amount of time removed. |

| How is a "504 only" student protected from being suspended or expelled for conduct that is related to the student's disability? | Before the school implements a suspension or expulsion that would be a change in placement, the school must hold a team meeting to do a manifestation review. The team considers: whether the student's conduct was caused by or had a direct and substantial relationship to the student's disability; and whether the student's conduct was a direct result of the school not implementing the student's Section 504 Student Accommodation Plan. If the team concludes that either of these are true, then the school may not impose the suspension or expulsion. If the team concludes that the conduct was not caused by or directly related to the student's disability and not caused by lack of implementation of the 504 plan, the student may be disciplined in the same manner as students without disabilities. If a student is long term suspended or expelled at this point, the District is NOT required to provide services during the term of |
|---|---|
| Who should I contact for more information about Section 504? | suspension or expulsion. Vanessa Nasset is the District's 504 Coordinator. She may be reached at (406) 324-1009 or vnasset@helena.k12.mt.us. Each building has a 504 case manager as well. Please contact Vanessa for more information about your child's case manager. |

Section 504 Procedures

1. A Concern is Raised...

A parent or school personnel may bring a concern to the A- Team. In addition, the District must find students who may qualify for services under Section 504. This is accomplished by informing school personnel of the characteristics of disabilities, their effects, and the procedures for making referrals. This information should be shared with school personnel annually through District-wide or building-wide training.

Each building in the District has an A-Team. Any teacher, counselor or other school personnel, or a student's parent, may bring a concern to the school's A-Team, including concerns about students with possible disabilities. The person making the referral should put the concern in writing. Concerns from staff should be written on the A-Team Referral Form. The counselor or other school personnel should provide assistance to parents who have difficulty putting their concerns in writing.

The A-Team meets to review the written concern, along with any accompanying evaluations, reports or other written materials. If the A-Team determines there is a possibility that the student would qualify as disabled under the Individuals with Disabilities Education Act (IDEA) or Section 504, the A-Team will make a referral to the special education or 504 team, as appropriate, for consideration of a formal evaluation, and forward all relevant documentation. The A-Team team may also act as the 504 team if appropriate.

In cases where the student may qualify under one of the IDEA disability categories, the student should go through the special education "child find" process. If the concerns are *solely* related to medical or health issues (with no or negligible impact on behavior or learning), the referral should go directly to the 504 team.

2. The District Begins the Evaluation Process...

The 504 team must include:

- · Someone who is knowledgeable about the student;
- · Someone who is knowledgeable about the evaluation data; and
- Someone who is knowledgeable about the accommodations/placement options.

Typically the team includes a principal or assistant principal, a school counselor and one of the student's teachers, along with the parent. The team composition will vary according to the concern/needs of the student. For a child with health concerns, the team should include a school nurse. The 504 coordinator or case manager determines the appropriate individuals to comprise the team in a specific situation.

Once a referral is made to a 504 team, the team will first consider the student's need for a 504 evaluation and what new assessment is needed, if any. An evaluation should be conducted if there is information indicating that the student has a mental or physical impairment that is affecting a major life activity (such as learning, concentrating, thinking, speaking, breathing, sleeping, other bodily functions, walking, hearing, seeing, etc.)

The evaluation process begins with a review of any existing information that the school has in its possession or the parent has provided. For students with learning or behavior problems, typically a special education assessment will be completed first. If the student is found not eligible for special education, but there is an indication that the student has a mental or physical impairment that may substantially limit a major life activity, Section 504 eligibility may be considered. The team begins by reviewing the evaluation results along with the student's files, current teacher report of classroom performance, and other information from the parents.

If, after reviewing this information, the team concludes that further evaluation is needed, the team gets written parental consent on the 504 Prior Notice/Parent Consent to Evaluate form. Once the parent gives written consent, the team completes the evaluation. If the parent does not attend the meeting, the Notice/Consent may be sent home. If it is not returned, concerted efforts should be made to obtain it. No initial individual evaluation may occur without written consent. Be sure to document all attempts to contact parents!

3. The Team Determines Eligibility...

When the evaluations are complete, the case manager will arrange a meeting time with the parent to share the evaluation data and determine eligibility/non-eligibility. This needs to be in writing!! Again, document all attempts to communicate with parents and set meeting times.

At the meeting, the team meets to review the evaluation results and to complete the Section 504 Eligibility Determination Report. Keep in mind this may be done at the first meeting if no additional assessment is needed to determine eligibility and need for a 504 plan. Based on the information from the evaluation and any information from the parents, the team decides:

- 1. whether the student has a disability under Section 504, and
- 2. whether, as a result of that disability, the student needs a 504 Student Accommodation Plan.

If the team suspects that the student has a mental or physical impairment, the team may ask the parent to provide a medical diagnosis. If the team suspects a physical or mental impairment and the parent does not have access to a physician or health care provider, the district has a responsibility to assist the parent to obtain this information if needed to determine whether the student is eligible under Section 504.

If the 504 team does not suspect a disability after a careful review of all existing information about the student, the 504 coordinator gives the parents written notice of that decision, along with a copy of the Section 504 Notice of Parent/Student Rights in Identification, Evaluation, and Placement.

4. The Team Develops a 504 Student Accommodation Plan...

If the student needs a 504 Student Accommodation Plan, the team develops the plan for the student and records the plan on the form. The District's expectation is that 504 plans will be written up at the meeting or, if not possible, within a few days of the meeting.

Steps to 504 Accommodation Plan:

- 1. Gather appropriate 504 team.
- 2. Review student's educational history, prior evaluations and present status.
- 3. Review any new evaluations.
- 4. Review what prompted 504 consideration at the present time.
- 5. Determine whether student has a mental or physical impairment under Section 504.
- 6. If yes, determine whether impairment substantially limits a major life activity.
- 7. If yes, determine whether student needs accommodations, services or supports to access the benefits of public education at a level similar to the average student. The team may consider medication or assistive devices when determining whether accommodations, services or supports are needed.
- 8. If yes, develop a 504 Student Accommodation Plan.
- 9. Provide parents a copy of all written evaluation documents, the Eligibility Determination Report, 504 Student Accommodation Plan and notice of rights.

5. The Team Periodically Reviews the Plan...

Each student's 504 Plan must be re-evaluated periodically and before any significant change in placement or circumstances. Although there is no legal requirement that the Plan be reviewed annually, the team should anticipate reviewing the Plan annually unless it sets a different timeline for review. As part of this reevaluation, the 504 team should address, as appropriate:

- the need for additional evaluation information;
- the student's continued eligibility under Section 504; and
- · the content of the Plan.

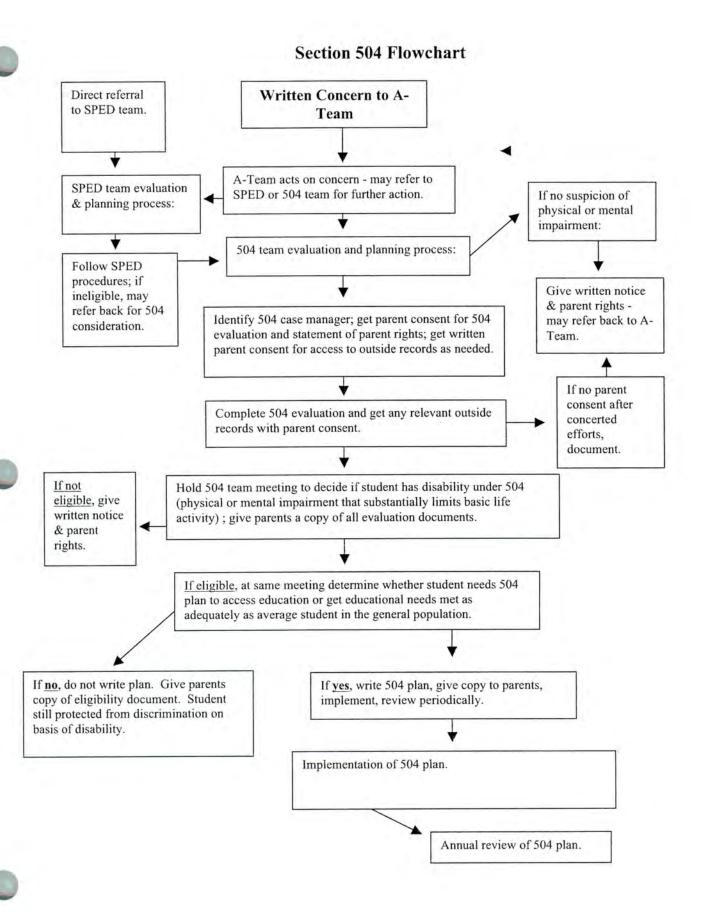
A significant change in placement includes:

- expulsion;
- suspensions of more than 10 days in a row or more than 10 days in a school year if the removals are a "pattern;" or
- moving a student to an alternative education setting to address needs arising from the disability.

A reevaluation under Section 504 does not require consent but does require notice. However, the safest course of action is seek consent, especially before conducting an intelligence test or a test of personality, including behavior checklists.

6. Implementation and Coordination of the Plan...

Each building has a Section 504 case manager who will be identified at the beginning of each school year. If more than one case manager is identified for each building, parents will be notified in writing of the name of their child's case manager. The case manager works with each student to oversee the implementation of the student's 504 Plan.



Section 504 Transportation

Section 504 requires transportation be provided for students with a disability who need special transportation to access their education. To be eligible for special transportation, the student's disability must limit the student's ability to get to/from school with regular transportation or an existing bus stop. The 504 Plan must indicate that the student needs special transportation to access his or her education. The team should consider short-term impairments on a case-by-case basis to determine whether the condition substantially limits a major life activity.

Processing Transportation Requests

- If either a parent or staff member raises the issue, the team must determine if special transportation is necessary for the student to access the educational program.
- » The school nurse is asked to gather information for the team regarding any medically related transportation needs, obtaining written consent from the parent before contacting any medical provider of the student.
- » The team considers the information provided by the school nurse and/or the parent when determining whether special transportation is necessary for the student to access the educational program.
- » If the team determines special transportation IS NOT necessary for the student to access the educational program, the team will discuss it with the parent in the team meeting, and the notes of the meeting will serve as written notice of the team's decision. The parent will also be provided a copy of the notice of rights.
- If the team determines special transportation IS necessary for the student to access the educational program, the team will address it in the Plan, and provide the Transportation Supervisor (or the approved provider of transportation) with the following:
 - A copy of Plan that includes transportation;
 - · The student's emergency contact information;
 - · The anticipated duration for special transportation; and
 - · Any special needs, such as wheelchair accessibility.

Questions may be directed to Vanessa Nasset at 406-324-1009.

Home Instruction

A student with disabilities under Section 504 must be educated with nondisabled students "to the maximum extent appropriate" considering the needs of the disabled student. A student should only be removed from a regular education setting if the education of that student in a regular education setting with supplementary aids and services cannot be achieved satisfactorily.

Nevertheless, the team may determine that a student with disabilities needs home instruction for medical reasons to access education. Home instruction is usually a short-term placement but can be for longer periods of time based on the circumstances. In most situations, the case manager continues as case manager for the student and the school teachers continue to provide instructional materials for the student while home instruction is implemented.

Helena School District Staff Section 504 Roles and Responsibilities

Role of 504 Coordinator - coordinates 504 services in the school

- Participates in district-wide training on Section 504 implementation.
- May acts as 504 case manager for individual.
- Acts as contact person in school when questions arise about 504 issues.
- · Participates on A-Team when necessary.
- Ensures that staff are using current Section 504 forms and following current procedures.
- Coordinates transition of 504 students transferring into and out of the school.
- Acts as contact person for district and Office for Civil Rights (OCR) student-related Section 504 complaints.

Role of 504 Case Manager - coordinates 504 process for individual students

- Schedules meetings & sends notices, including periodic reviews as indicated on plan.
- · Gathers necessary information for meetings.
- Writes up 504 documents.
- · Provides copies of documents to parents and puts in student's cumulative file.
- Provides information to all teachers that need to know about 504 plan contents, including when the student's schedule or classes change.
- Verifies implementation of 504 plan and is available to problem-solve when issues or concerns arise.
- Schedules periodic review at least annually (unless a different timeline is in the plan) or sooner if needed, and before any significant change in placement.

504 Case Manager Guidelines

Meeting Checklists

| Before | the | M | eeti | ing: |
|--------|-----|---|------|------|
|--------|-----|---|------|------|

| When dealing with parents who are new to the school or new to the 504 process, ini- | tiate contact to |
|--|------------------|
| explain the purpose of the meeting and identify any questions and concerns. | |
| Schedule a meeting with the team, including the parents. | |
| Send the meeting notice reminding parent of date, time and location of meeting. | |
| Gather pertinent information to be shared at the meeting: updates from teachers, ass | sessment reports |
| medical/health information, etc. | |
| Develop a meeting agenda. | |
| Arrange for any necessary interpreters or accommodations for meeting participants. | |
| Complete portions of the Section 504 Eligibility Determination Report that can be c | ompleted before |
| the meeting. | |
| Bring all current forms to the meeting. | |
| During the Meeting: | |
| Introduce the participants and their roles. | |
| Clarify the purpose of meeting. | |
| Review the agenda. | |
| Identify the note-taker for meeting (if using one). | |
| Facilitate the student's input or participation. | |
| Lead the group through agenda – do time-checks as needed. | |
| Complete the Section 504 Eligibility Determination Report (if new to 504). | |
| Complete the Section 504 Student Accommodation Plan (if needed), or revise as ne | |
| Provide copies of the Report and Plan to parents or inform them of how they will ge | et a copy. |
| Provide the Statement of Parent Rights to parent (keep signed copy for Cum File). | |
| Thank everyone for participation and cooperation. | |
| After the Meeting: | |
| If using meeting notes, review and put final copy in cum file, along with a copy of t | he EDR and |
| Plan. | |
| If parents did not receive all of the documents at meeting, provide copies. | |
| Be sure all teachers know and understand their responsibilities under the Plan. | |
| Calendar check-ins to monitor implementation of the Plan. Keep a log of contacts r | related to |
| implementation of Plan. Calendar annual review date, and at least one month earlier to begin the "before me | eting" review |
| | cting review |
| process. | |

Who is on the Guest List?

When should the parent be invited?

· A parent, guardian, or person in parental relationship to the student should always be invited.

When should the school counselor be included?

 When the counselor is the case manager, or has personal or professional knowledge that would help the team make appropriate decisions for the student.

When should a general education teacher be included?

When the student is participating in general education.

When should the school nurse be included?

- · When there are medical or health issues involved.
- When the parent is asking for health related accommodations at school, including transportation.
- When the team will be reviewing reports from a medical doctor or other health practitioner.

When should the school psychologist be included?

- When the school psychologist was involved in a recent evaluation of the student.
- When the school psychologist's expertise is necessary for the team to make appropriate decisions for the student.

When should the building administrator be included?

- · When the building administrator is the case manager.
- · When the parent is asking for unusual accommodations that raise concerns or fiscal considerations.
- · When safety issues are involved.
- When special transportation is likely to be needed.

When should a motor team (OT or PT) representative be included?

- When the student has a motor impairment and will likely need accommodations or supports for the motor impairment.
- When the OT or PT recently evaluated the student and identified motor needs.
- When the parent has requested motor team services or adaptations

When should the SLP be included?

When it appears that there are physical factors that contribute to a speech or language problem.

Evaluation Guidelines

The team decides what assessments are needed to determine whether a student has a disability under Section 504. Although there are no required procedures, the table below contains recommended evaluation procedures. Students who are suspected of having a disability under the IDEA should be evaluated for special education eligibility before consideration of a disability under Section 504.

| Suspected Condition | Recommended Evaluation for Disability Determination |
|--|---|
| Health condition, e.g. asthma, cancer, epilepsy, diabetes, hepatitis, etc. | A medical statement including a diagnosis of the condition by a physician licensed by the Montana Board of Medical Examiners, or a Physician's Assistant or Nurse Practitioner acting within the scope of his or her license**, AND A school nursing assessment. |
| | (Rule out Other Health Impairment if suspected.) |
| Chronic physical conditions, such as cerebral palsy, spina bifida, hearing or vision impairments | A medical statement including a diagnosis of the condition by a physician licensed by the Montana Board of Medical Examiners, or a Physician's Assistant or Nurse Practitioner acting within the scope of his or her license**, AND An evaluation conducted by the District. |
| | (Rule out Other Health Impairment, Orthopedic Impairment, Vision Impairment, or Hearing Impairment, if suspected.) |
| Psychological conditions, such as ADD/ADHD, depression, obsessive- compulsive disorder, post-traumatic stress | A medical statement including a diagnosis of the condition by a psychiatrist or other physician licensed by the Montana Board of Medical Examiners, or a Physician's Assistant or Nurse Practitioner acting within the scope of his or her license**, OR a diagnosis by a licensed clinical psychologist; AND |
| disorder, etc. | As needed, an evaluation by a school psychologist including a review of information submitted by the parent and new measures, as needed, such as behavior rating scales, structured observations, and interviews. |
| | (Rule out Emotional Disturbance or Other Health Impairment, if suspected.) |
| Learning disorder (e.g. dyslexia) | Individual assessments as needed. (Rule out Specific Learning Disabilities, if suspected.) |

^{**}The District does not use diagnoses from naturopathic physicians or chiropractors. If a parent submits such a diagnosis, and the team sees evidence that such a condition may exist, contact the District 504 Coordinator.

Section 504 Grievance Procedure

Helena School District has an internal resolution procedure to provide a prompt and impartial review of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 which is designed to eliminate discrimination on the basis of disability in any program activity receiving federal financial assistance.

This is an optional resolution procedure for a complainant. This resolution procedure is not a prerequisite before a complainant may directly pursue any other state or federal remedy available under law.

Section 504 complaints may include, but are not limited to, allegations that Helena School District engaged in discrimination against Section 504 students with disabilities by affecting their rights regarding identification, evaluation, educational program or placement, and accommodation.

As part of an informal approach to complaint resolutions, the District wants parents, students and other District patrons to have the opportunity to make concerns known to the District and for the District to have the opportunity to respond and resolve concerns as rapidly as practicable at the program site level.

Filing a discrimination complaint is a protected activity. Discrimination against any individual because he or she reported Section 504 violations, or made a complaint, testified, assisted or participated in Section 504 investigations, proceedings or hearings is prohibited. Coercion, intimidation, threats or interference with anyone because he or she exercised or enjoyed Section 504 rights, or helped or encouraged someone else to do so, is prohibited.

These procedures, also found in Board Policy ______, are intended to protect the substantive rights of interested persons, meet appropriate due process standards, and assure district compliance with Section 504 of the Rehabilitation Act of 1973.

Section 504 Procedural Safeguards

If the parent of a student who qualifies under Section 504 for special instruction or related services disagrees with a decision of the District with respect to: (1) the identification of the child as qualifying for Section 504; (2) the District's evaluation of the child; and/or (3) the educational placement of the child, the parents of the student are entitled to certain procedural safeguards. The student shall remain in his/her current placement until the matter has been resolved through the process set forth herein.

The District shall provide written notice to the parent or legal guardian of a Section 504 student, prior to initiating an evaluation of the child and/or determining the appropriate educational placement of the child, including special instruction and/or related services.

Upon request, the parent or legal guardian of the student shall be allowed to examine all relevant records relating to the child's education and the District's identification, evaluation, and/or placement decision.

Impartial Due Process Procedures

- The parent of the student may make a request in writing for an impartial due process hearing.
 The written request for an impartial due process hearing shall identify with specificity the
 areas in which the parent or legal guardian is in disagreement with the District.
- Upon receipt of a written request for an impartial due process hearing, a copy of the written request shall be forwarded to all interested parties within 3 business days.
- 3. Within 10 days of receipt of a written request for an impartial due process hearing, the District shall select and appoint an impartial hearing officer who has no professional or personal interest in the matter. In that regard, the District may select a hearing officer from the list of special education hearing examiners available at the Office of Public Instruction, the county superintendent or any other person who would conduct the hearing in an impartial and fair manner.
- Once the District has selected an impartial hearing officer, the District shall provide the parent and all other interested parties with notice of the person selected.
- 5. Within 5 days of the District's selection of a hearing officer, a pre-hearing conference shall be scheduled to set a date and time for a hearing, identify the issues to be heard, and stipulate to undisputed facts to narrow the contested factual issues.
- 6. The hearing officer shall, in writing, notify all parties of the date, time, and location of the due process hearing.
- Anytime prior to the hearing, the parties may mutually agree to submit the matter to mediation. A mediator may be selected from the Office of Public Instruction's list of trained mediators.
- 8. At the hearing, the District and the parent may be represented by counsel.
- 9. The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it shall be recorded using either appropriate equipment or a court reporter. The parents shall present their case first, followed by the District. Witnesses may be called to testify, and they will be subject to cross examination. Documentary evidence may be admitted and the hearing officer shall make all decisions relating to the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received, the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions, and decision.
- 10. Within 20 days of the hearing, the hearing examiner should issue a written report of his/her decision to the parties. Appeals may be taken as provided by law.

Legal References: 34 CFR 104.31-38 Procedural Safeguards

FORMS AND DIRECTIONS

Section 504 Notice of Parent/Student Rights

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed about decisions relating to your child, and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

- 1. Have your child take part in, and receive benefits for public education programs without discrimination because of his/her disability;
- 2. Have the District advise you of your rights under federal law;
- 3. Receive notice with respect to identification, evaluation, or placement of your child;
- 4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the provision of regular education or special education and related aids and services that are designed to meet the individual needs of students with disabilities as adequately as the needs of non-disabled students are met.
- Have your child educated in facilities and receive services comparable to those provided nondisabled students;
- 6. Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the student, the evaluation data, and placement options;
- Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the District;
- Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district;
- Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program and placement;
- Obtain copies of educational records at a reasonable cost, unless the fee would effectively deny you
 access to the records;
- A response from the District to reasonable requests for explanations and interpretations of your child's records;
- 12. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing;
- 13. Request an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. You and the student may take part in the hearing, and have an attorney represent you. Hearing requests must be made to the District's 504 Coordinator Vanessa Nasset;

| 14. File a local | grievance following | the Helena School | District grievance procedure. | |
|------------------|---------------------|-------------------|-------------------------------|--|
| | | | | |

| Your child's 504 case manager | is: | Name | /phone number | |
|---------------------------------------|----------|------|--------------------|---|
| Copy given to parents on: | | by | | _ |
| | dd/mm/yy | | signature/position | |
| C: student's cumulative folder, parer | nts | | | |

Section 504 of the Rehabilitation Act Of 1973 Parent/Student Rights in Identification, Evaluation and Placement

Purpose

- The purpose of this form is to provide parents and adult students with notice of their procedural safeguards under Section 504.
- This form should be provided to parents of "504 only" students upon initial disability determination under Section 504. If the team finds that the student has a disability under Section 504, the rights statement should be given to the parents periodically, typically at least once a year in conjunction with review of the 504 Student Accommodation Plan.

Directions

- 1. Write in the name and phone number of the Section 504 case manager for the student. This would be the parent's first point of contact for matters related to the student's Section 504 plan.
- 2. Provide a copy to the parent and keep a copy in the student's cum folder.

Helena School District

Section 504 Meeting Notice

| Date: | | |
|--------------------------|---|-----------------------------|
| TO: | | |
| FROM: | | |
| This letter is | to advise you of a 504 meeting for | (student name). |
| The purpose | of this meeting is to: | |
| 0 0 0 | Review evaluation results and consider 504 eligibility Review 504 plan Other: | |
| Meeting is so | cheduled for | |
| Date Time Loca | :- | |
| Your attendarescheduled. | ance at this meeting is important. If you cannot attend, you may | request to have the meeting |
| Enclosed are | e Section 504 Parent/Student Rights in Identification, Evaluation | and Placement. |
| Sincerely, | | |
| Section 504 | Coordinator/Case Manager/Phone number | |
| Enclosure | | |
| C: Student C | Cumulative File | |

Section 504 Meeting Notice

Purpose

This is an optional form that may be used to inform parents of the date, time and location of Section 504 meetings. Alternatively, notice may be given by phone or email. If this form is used, the 504 coordinator or case manager should talk to the parent first, in person or on the phone, and use the form as written confirmation. Keep a parent contact log documenting date, time and summary of phone calls, and print out email for file if the email is used to inform parent of meeting date, time and location.

Directions

- 1. Enter date, parents' names and name of 504 coordinator or 504 case manager sending the notice.
- 2. Enter student's name.
- 3. Indicate the purpose of the meeting by checking the appropriate box or boxes. If "Other", write in the purpose of the meeting.
- 4. Enter the date, time and location for the meeting. Include a copy of the Section 504 Parent Rights in Identification, Evaluation and Placement.
- 5. Sign, indicate your position and provide your phone number.
- 6. Keep a copy of the meeting notice in the student's cumulative file.

Helena School District Notice and Consent to Evaluate under Section 504

| | [Date] |
|---|---|
| | To: |
| | From: |
| | PRIOR NOTICE/PARENT CONSENT TO EVALUATE UNDER SECTION 504 |
| | This letter is to provide you notice that the District proposes to evaluate [Student name] and determine if he/she is eligible for services under Section 504 of the Rehabilitation Act of 1973. |
| | The Team has concluded that the following assessments are necessary to determine if your child has a disability under Section 504 and needs a 504 Student Accommodation Plan: (list) |
|) | Your written consent is necessary because this is an: Initial Evaluation Individual Intelligence Test Personality Testing (including behavior checklists). You will be invited to participate in a meeting to review the evaluation results and to determine if your child is eligible for a plan under Section 504. |
| | PARENT CONSENT I understand that the granting of consent for evaluation is voluntary. |
| | Indicate with X:Consent to evaluate is givenConsent to evaluate is denied. |
| | |
| | Parent/Guardian Signature Date Work Phone Home Phone |
| | If you have questions, please contact[504 Case Manager Name/phone number] Thank you for working with the district to provide appropriate services for your child. |
| | Enclosure: Section 504 Notice of Parent/Student Rights in Identification, Evaluation and Placement |
| | C: Student Cumulative File |

Notice and Consent to Evaluation under Section 504

Purpose

This form is used to document notice of an evaluation under Section 504 and parent consent or refusal. This form is typically because the 504 team needs more information and:

- No special education evaluation is conducted because the student does not have a suspected disability under the IDEA; or
- 2. The student was found not eligible under the IDEA.

Directions

A. Demographics:

- 1. Enter date of notice to parents.
- 2. Address to parents, guardian or person in parental relationship to the student (person with whom the person resides if other than the parent).
- 3. Enter name of person completing notice (504 coordinator or other person).
- 4. Enter student's name

B. Parent Consent

- 1. List assessment procedures to be given.
- Explain to parents that consent is voluntary. Ask parents if they have any questions about the assessment procedures. Ask parents to check whether they are giving consent or denying consent.
- 3. Ask parents to sign, date and provide phone numbers.
- Write in 504 case manager or 504 coordinator, as appropriate as contact person, with phone number.
- 5. Enclose copy of Section 504 Notice of Parent/Student Rights and give copy of signed document to the parents.
- 6. Keep copy in the student's cumulative file.

Helena School District Section 504 Eligibility Determination Report

| BIRTHDATE: | | | |
|--|---------------|--------------------|--------------------------------------|
| GRADE: | | | |
| DATE: | | | |
| | | | |
| | Area of l | | ive to this Meeting |
| Meeting Participants (list or sign) | Student | Evaluation Data | Accommodations/ Placement options |
| | 0 | | |
| | 0 | | |
| | .0 | 0 | 0 |
| | | | |
| EDUCATIONAL HISTORY AND PRESE SOURCES OF EVALUATION INFORMA | | | |
| | | | |
| SOURCES OF EVALUATION INFORMA | ATION (includ | e date and descri | ptor): |
| SOURCES OF EVALUATION INFORMAR RESULTS OF ASSESSMENTS: PRESENT LEARNING AND EDUCATIO | ATION (includ | e date and descri | ptor): |

| | opriate box | Delow: | | Walking |
|--------|-------------------|--|--------------------------------|-------------------------------|
| | Seeing Hearing | | atino | Breathing |
| | Speaking | Reading | П | Other bodily functions |
| | Speaking | ☐ Learning | T I | Other: |
| . Does | the studen | | vices or supports to | access the benefits of public |
| . Does | the studen | t need accommodations, servevel similar to the average stude | vices or supports to udent? | access the benefits of public |
| educa | the studen | t need accommodations, servevel similar to the average str | vices or supports to udent? | access the benefits of public |

Section 504 Eligibility Determination Report

Directions

- A. Demographics (may be completed before the meeting)
 - 1. Enter student name, date of birth, current grade assignment and date of 504 team meeting.
- B. Educational history and present educational placement status (may be completed before the meeting)
 - Summarize schools attended and any significant events related to the current disability determination.
 - 2. Include information about any previous 504 or IDEA/special education eligibility (and duration).
 - 3. Include current educational placement and what prompted 504 consideration at this time
- C. Sources of Evaluation information (include date and descriptor)
 - 1. List all sources of information considered (may be completed before meeting, but add any additional sources provided at the meeting).
- D. Results of Assessments:
 - 1. Summarize relevant results. (May be completed before the meeting.)
- E. Present learning and education performance description: (may be completed before the meeting)
 - 1. Current classes and grades: list or attach (if attached, write in "see attached")
 - 2. School attendance: summarize
 - 3. Other relevant information: Add as appropriate. May be left blank or write in "N/A"
- F. Team determinations
 - 1. Does student have a physical or mental impairment under Section 504?
 - a. A DSM diagnosis or medical diagnosis will be considered an impairment under Section 504.
 - b. In some situations, a school team may identify a condition that is consistent with a physical or mental impairment under Section 504 without a medical diagnosis. School staff should not "diagnose" but may identify "behaviors consistent with...."
 - 2. Does the student's impairment substantially limit one or more major life activities?
 - a. If yes, check appropriate box.
 - b. A substantial limitation means that the person is restricted as to the conditions, manner or duration in performing the major life activity as compared to an average student.
 - c. For the purposes of determining whether a student's impairment substantially limits a major life activity, do not consider mitigating circumstances (such as medication or assistive devices) except regular eyeglasses or contact lenses.
 - d. If yes, describe how the activity is substantially limited.
- G. Have team members sign or list participants. For each participant indicate all areas of knowledge relative to this meeting: Knowledge of the student, of the evaluation data, and knowledge about accommodations/placement options. The team needs to include membership that represents each area of knowledge. Each participant may have one or more area of knowledge relative to this student.

When a parent is participating, the parent may identify the areas of knowledge the parent believes he or she brings to the meeting.

Helena School District

Section 504 Student Accommodation Plan

| cipated Review Date: | (mm/yy) | | |
|---|-----------------|--------------------|--------------------------------------|
| | Area of I | Knowledge Relat | tive to this Meeting |
| Meeting Participants (list or sign) | Student | | Accommodations/ Placement options |
| | | 0 | 0 |
| | 0 | 0 | |
| | 0 | 0 | 0 |
| | D | D | 0 |
| educational setting: List the accommodations, services or the educational setting: | supports necess | sary to address th | ne impairment/disabi |
| . List the accommodations, services or the educational setting: | supports necess | sary to address th | ne impairment/disabi |
| 2. List the accommodations, services or the educational setting: 3. Describe the educational placement: | | | |
| List the accommodations, services or the educational setting: Describe the educational placement: Option | Check optio | | e impairment/disabi |
| 2. List the accommodations, services or the educational setting: 3. Describe the educational placement: Option Regular school/general curriculum wit | Check optio | | |
| 2. List the accommodations, services or the educational setting: 3. Describe the educational placement: Option | Check optio | | |

Section 504 Student Accommodation Plan

Purpose

The purpose of this form is to document: the accommodations, services and supports to be provided for the student; that the decision was made by a knowledgeable team; and, for initial plans, that the parents gave written consent for implementation of the plan.

Directions

- 1. Complete demographic information
- 2. Enter the date of the disability determination (Section 504 Eligibility Determination Report).
- 3. Typically, the anticipated review date is not more than one year after the 504 meeting to develop the 504 plan. A team may decide that a shorter review period is appropriate or, in some circumstances, a longer time period. Teams should be cautious about extending the review period longer than one year.
- 4. Enter names or signatures for team participants. Only identify participants actually present at the meeting. Check all areas of knowledge for each participant.
- 5. Be specific when describing the effect of the disability on access to the educational program. Each statement should be based on assessment findings. Examples:
- 6. Be specific about the necessary accommodations.
- 7. The educational placement should be in the least restrictive (most typical) setting where the student can access his or her education given the student's individual needs. A student should be removed from a regular educational environment only "when it is demonstrated that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily." This does not mean that all aids, services and supports must be provided in the regular classroom.
- OCR has interpreted Section 504 to require parent consent for initial provision of services under Section 504.

Helena School District

| of Birth: | Grade: | _ | |
|---|--|--|--------------------------------------|
| | Area of l | Knowledge Relat | tive to this Meeting |
| Meeting Participants (list or sign) | Student | | Accommodations/ Placement options |
| | | 0 | 0 |
| | 0 | 0 | 0 |
| | 0 | 0 | 0 |
| | | 0 | D |
| Ma | anifestation R | eview | |
| 2 Consideration of all relevant stud | ant information | n including Ch | ack appropriate have |
| 3. Consideration of all relevant stud Evaluation and diagnostic results Observations of the student All relevant information in the state. | 5 D F | Relevant informat parent Current 504 plan | tion provided by the |
| Evaluation and diagnostic results Observations of the student All relevant information in the st | 5 D F | Relevant informat | tion provided by the |
| ☐ Evaluation and diagnostic results☐ Observations of the student☐ All relevant information in the st | 5 D F | Relevant informat parent Current 504 plan Other: | tion provided by the |
| ☐ Evaluation and diagnostic results☐ Observations of the student☐ All relevant information in the st | s | Relevant informate parent Current 504 plan Other: | tion provided by the |
| ☐ Evaluation and diagnostic results☐ Observations of the student☐ All relevant information in the st file Manife | s | Relevant information or arent Current 504 plan Other: Cumination old in the current service of the current servic | check the appropriate box |
| ☐ Evaluation and diagnostic results ☐ Observations of the student ☐ All relevant information in the st file Manife For each statement answer "Yes" or 1. The conduct in question was the failure to implement the student | estation Determined in the control of the control o | Relevant information of the district's | Check the appropriate box |
| ☐ Evaluation and diagnostic results ☐ Observations of the student ☐ All relevant information in the st file Manife For each statement answer "Yes" or 1. The conduct in question was the failure to implement the student Explain: 2. The conduct in question was cau substantial relationship to the str | estation Determined in the content of the content is a manifestation in answer to the content in the content is a manifestation in answer to the content in the | Relevant information or the student's a direct and ity(ies). | Check the appropriate box Yes No |



504 Manifestation Determination Form

Purpose

"504 only" students have similar protections in the discipline context as students with disabilities under the IDEA. The purpose of this form is to document the manifestation determination meeting and decision for "504 only" students.

This form must be used if the school is proposing disciplinary action that would be considered a change in placement. A change in placement includes:

- Disciplinary removals of more than ten consecutive days (an expulsion or other long-term removal);
 or
- A series of disciplinary removals that adds up to more than ten days and is a "pattern" of removals
 based on the length of each suspension, the proximity of the suspensions to one another, and the total
 amount of time the student has been suspended.

A manifestation determination meeting is NOT required if the student is a current user of alcohol or illegal drugs and the disciplinary removal is for a violation involving alcohol or illegal drugs.

Directions

- 1. Enter demographic information.
- 2. Enter names or signatures of meeting participants and indicate all areas of knowledge for each participant relative to this student.
- 3. Manifestation review:
 - 1. Briefly describe the behavior that prompted the proposed disciplinary action.
 - 2. Enter the student's mental or physical impairment (e.g. ADHD, diabetes, etc.)
 - 3. Check all appropriate boxes. Team must consider multiple sources of information.
- 4. Manifestation determination
 - 1. Answer the two questions listed on the form.
 - If the answer to at least one of the questions is "yes", the behavior is considered to be a manifestation of the student's disability, and the district may not take the proposed disciplinary action.
 - 3. If the answer to both questions is "not", the behavior NOT a manifestation of the student's disability, and the district may take the proposed disciplinary action, as long as the action is not more harsh than what would be imposed on a nondisabled student in the same situation.
 - 4. Sign form, list title, add date and telephone number.
 - 5. Give parents a copy of the form and put copy in student's cumulative file.

This information is provided as part of the Helena School District's commitment to create safe, respectful, and inclusive learning environments where all members work together to promote academic success, civil behaviors, and social competence. All staff, students and parents help create safe schools.

HELENA SCHOOL DISTRICT #1 HELENA, MT

SUICIDE ASSESSMENT AND INTERVENTION DOCUMENTATION

| DOB: _ | | _Student ID#: | Grade: | Age: | Gender (circle): M |
|----------------------------|---|--|--|---|--|
| Date of | incident: | Reported by: | | | |
| Intervie | ewed by: | | Consulted v | vith: | |
| omplete t | this Suicide Ass | eening is to determine if a sessment and Intervention erself. These concerns ma | Documentation form w | hen a student | |
| □ St | tudent directly o | or indirectly threatens to har | rm or kill self. | | |
| □ A | rtistic, written, | or symbolic expression in v | which suicide content is pr | esented. | |
| | he student is der | monstrating any imminent | warning signs or a cluster | of early warning | ng signs. |
| □ St | tudent has escala | ating pattern of self-harm b | ehavior that has been resi | stive to interve | ntion at school. |
| □ O: | ther reason for a | assessment: | | | |
| to be ald | one or to leave nt danger, cont | e the student's safety by a the school without superv act the Building Administ team. (School personnel v | rision by a parent or pro trator, School Resource | per authority. Officer, or cal | If there is concern for |
| to be ald imminer | one or to leave nt danger, cont k consultation | the school without superv act the Building Administ team. (School personnel v | vision by a parent or pro trator, School Resource who provided information | per authority. Officer, or cal | If there is concern for Il 911 immediately. |
| to be ald imminer | one or to leave nt danger, cont k consultation School Counse | the school without superviact the Building Administrate. (School personnel v | vision by a parent or protrator, School Resource who provided information School Company School Compan | per authority, Officer, or cal) ounselor | If there is concern for Il 911 immediately. |
| to be ald imminer 1. Chec | one or to leave nt danger, cont k consultation School Counse School Psychol | the school without superviact the Building Administration (School personnel video) | vision by a parent or protrator, School Resource who provided information School Co | per authority, Officer, or cal) ounselor ion Specialist_ | If there is concern for Il 911 immediately. |
| to be ald imminer 1. Chec | one or to leave nt danger, cont k consultation School Counse School Psychol Principal | the school without superviact the Building Administrate. (School personnel vilorlogist | vho provided information School C Intervent | per authority. Officer, or cal ounselor ion Specialist_ rincipal | If there is concern for II 911 immediately. |
| to be ald imminer 1. Chec | one or to leave nt danger, cont k consultation School Counse School Psychol Principal Associate Princ | the school without superviact the Building Administration (School personnel vibration) lor | rision by a parent or protrator, School Resource who provided information School Contract Intervent Assoc. Proceedings of the Special E | per authority. Officer, or cal ounselor ion Specialist incipal ducation Case | If there is concern for Il 911 immediately. Manager |
| to be ald imminer 1. Chec | one or to leave nt danger, cont k consultation School Counse School Psychol Principal Associate Princ Other | the school without superviact the Building Administrate. (School personnel vilor | rision by a parent or protrator, School Resource who provided information School Co Intervent Assoc. Proceeding Special E | per authority. Officer, or cal ounselor ion Specialist rincipal ducation Case | If there is concern for Il 911 immediately. Manager |
| to be ald imminer | one or to leave int danger, cont ik consultation School Counse School Psychol Principal Associate Principal Other Comprehensive | the school without superviact the Building Administration (School personnel vibration) lor logist e School Community Treation | rision by a parent or protrator, School Resource who provided information School Cooling Intervent Assoc. Proceeding Special E | per authority. Officer, or cal ounselor ion Specialist rincipal ducation Case | If there is concern for Il 911 immediately. Manager |
| to be ald imminer 1. Chec | one or to leave int danger, cont ik consultation School Counse School Psychol Principal Associate Principal Comprehensive | the school without superviact the Building Administration (School personnel vibration) team. (School personnel vibration) team. (School personnel vibration) team. | rision by a parent or protrator, School Resource who provided information School Company Assoc. Property Special Ender Other ment (CSCT) | per authority. Officer, or cal ounselor ion Specialist_ rincipal ducation Case | If there is concern for II 911 immediately. Manager |
| to be ald imminer 1. Chec | one or to leave int danger, cont ik consultation School Counse School Psychol Principal Associate Principal Comprehensive | the school without superviact the Building Administration (School personnel vibration) lor logist e School Community Treation | rision by a parent or protrator, School Resource who provided information School Company Assoc. Property Special Ender Other ment (CSCT) | per authority. Officer, or cal ounselor ion Specialist_ rincipal ducation Case | If there is concern for II 911 immediately. Manager |
| to be ald imminer 1. Chec | one or to leave int danger, cont ik consultation School Counse School Psychol Principal Associate Principal Comprehensive | the school without superviact the Building Administration (School personnel vibration) team. (School personnel vibration) team. (School personnel vibration) team. | rision by a parent or protrator, School Resource who provided information School Company Assoc. Property Special Ender Other ment (CSCT) | per authority. Officer, or cal ounselor ion Specialist_ rincipal ducation Case | If there is concern for II 911 immediately. Manager |
| to be ald imminer 1. Chec | one or to leave int danger, cont ik consultation School Counse School Psychol Principal Associate Principal Comprehensive | the school without superviact the Building Administration (School personnel vibration) team. (School personnel vibration) team. (School personnel vibration) team. | rision by a parent or protrator, School Resource who provided information School Company Assoc. Property Special Ender Other ment (CSCT) | per authority. Officer, or cal ounselor ion Specialist_ rincipal ducation Case | If there is concern for II 911 immediately. Manager |

| nusual | ring Events: What events are triggering the student's interest in death/suicide?) | | |
|--------|---|---|---|
| De | tails: | | |
| | student has received mental health care | | student is taking medication for mental health/ADD/ADHD diagnosis |
| | student has never received mental health care | | student has a mental health diagnosis |
| Ment | al Health (as per student report) | | |
| De | tails: | | |
| | student has had previous suicide attempts/reports | | |
| | student has no previous suicide attempts | Ц | family has history of suicide completion/attempts |
| | Suicidal Behavior | | 6.2.1.12 |
| | GROUND FACTORS | | |
| _ | | | |
| | resources tails: | | |
| | student feels he/she has a few resources student feels he/she has few, if any, | | resources |
| | student feels he/she has many resources | | student feels he/she is alone with no |
| | JRCES: | 4 | |
| | | Ü | student teets nopeless |
| | student feels pain is bearable pain is at times unbearable | | student feels desperate student feels hopeless |
| | emotional pain is not present | | student feels helpless |
| | on a scale from 1(low)-10: | | feeling word |
| 1772 | EVEL: | | |
| | | | student has a timeline in mind |
| | plan is indirect but possible plan is direct, specific/plausible | | student is prepared to carry out plan student has a timeline in mind |
| | plan is vague | | method is available |
| | the Paris Association of | | 4 11 1111 |

| 4. Notification of Parent/Guardian. P | arent was notified on:Time: |
|--|---|
| By whom: | Which parent/guardian: |
| 5. Recommendations. Describe recom | mendations made to parent |
| ☐ Copy of Safeplan attached. | |
| 6. Action Taken by Parent. Describe | response of parent and action taken by parent: |
| 7. Notification of Building Administra | |
| (Administrator's name) | was notified on:by |
| 7. Assessment was entered into electro | onic "Log Entries" on |
| | ool personnel who worked on this assessment are required to sign. |
| | |
| School Counselor | Date |
| School Counselor | Principal |
| Associate Principal | School Resource Officer |
| School Psychologist | Other |

This screening form was adapted from Great Falls Public Schools with information from the Applied Suicide Intervention Skills Training (ASIST).

| ate | Counselor |
|--------------------|--|
| Suicide | Keep safe. Parent called. Safety Contract; Agree to call |
| Prepared | Disable the suicide plan. Remove and secure the means. |
| Desperate Alone | Ease the pain. Feeling check now. 1-10. Link to resources. Review support plan. |
| Familiar | Protect against the danger. Support past survival skills. Self-care ideas: |
| Vulnerable | Link to health worker. Plan for getting help and following up on commitments. |

Roles/Responsibilities for Parties involved with Suicide Protocol:

<u>Initial Staff Contact:</u> This is the first person to come into contact with the child who is in danger. This could be anyone in the building.

- DO NOT LEAVE CHILD UNATTENDED
- CALL OFFICE FOR A COUNSELOR OR ADMINISTRATOR
- KEEP CHILD SAFE AND SUPERVISED UNTIL COUNSELOR OR ADMINISTRATOR TAKES CHILD

<u>Crisis Coordinator:</u> All School Counselors, Project SUCCESS Counselors, and Transitional Mental Health Providers in the building and trained in the ASIST model. SCHOOL COUNSELORS WILL TAKE THE LEAD AS CRISIS COORDINATORS IN EACH BUILDING, BUT PROJECT SUCCESS AND TRANSITIONAL MENTAL HEALTH PROVIDERS WILL SERVE AS SECONDARY SUPPORTS TO THE TEAM.

- Conduct a Level of Risk Assessment using developed protocols
- If child is medium or high risk, call administrator, School Resource Officer, and parent immediately
- Contact CSCT team in building if child is on their caseload
- Do not leave child unattended
- · Complete the Risk Assessment Form
- · Complete the Safeplan with the child
- REMEMBER THE CRT TEAMS ONLY ASSESS FOR IMMINENT DANGER.
 IF A CHILD IS NOT DETERMINED TO BE IN IMMINENT DANGER TO THEMSELVES, CRT TEAMS WILL NOT BE INVOLVED BEYOND THE INITIAL ASSESSMENT
- If child is removed from the building, ensure follow up with the family for a safe transition back to the school
- If child is not removed from the building, determine next steps for accessing mental health services for the child within the school or community
- Provide follow up with the family to ensure school, family, and community are working together to provide continued support to the child
- May make a referral to Department of Family Services if family is negligent in following through with recommendations
- Provide Assessment and Safeplan to the Crisis Response Team prior to them meeting with the child

Building Administrator/Assistant Administrator:

- Ensure child gets to a Crisis Coordinator and that proper protocols are followed
- · Ensure two Crisis Coordinators are identified in each building and trained
- Ensure all staff in the building know what to do if they are the Initial Staff Contact for a child who is in danger of harming themselves
- Keep school records for the Assessment and Student Intervention documentation

School Resource Officer:

- Determine if the child is Imminent Danger. If yes, then transport to St. Peter's Hospital.
- Contact Center for Mental Health to have a Crisis Response Team brought to the school/hospital for an assessment.
- Law Enforcement and CRT together determine if law enforcement needs to be
 physically in the room while the interview is being conducted or if the officer may
 stay outside.

Crisis Response Team:

- Will respond to the school or hospital to provide an assessment to determine imminent danger.
- May assist in follow-up recommendations if the child is determined not to be in immanent danger.
- · This is the only entity legally who can determine immanent danger.

CSCT Teams:

- If the child is on a CSCT team, do we still call the CRT Team or do we call the CSCT team?
- May be involved to provide consultation to provide support for students outside CSCT services.

Suicidal Student/Imminent Danger to Self

<u>Initial Staff Contact:</u> Any staff may come upon or hear information about a suicide or student who may harm another.

DO NOT LEAVE CHILD UNATTENDED

CALL OFFICE for counselor or administrator

Transition child to Crisis Coordinator (All School Counselors are Crisis Coordinators trained for each building using ASIST model)

Crisis coordinator conducts Level of Risk assessment.

- 1. If you are hearing "invitations." Ask about thoughts of suicide.
- 2. Listen to the student's reasons for dying and for living.
- Review Risk:
 - C-Does student have a current plan? (How? How prepared? How soon? etc...)
 - P-Evaluate level of pain. (is the pain unbearable? Are they desperate, hopeless? Feeling check 1-10,)
 - R-What resources does the student have? Do they feel alone? What has kept them from doing it to this point?)
- 4. Check background factors. (Prior suicidal behavior. Prior attempts? Recent losses? Suicide in family and friends?)
- 5. Complete Contract Safeplan with student. (Skip if risk to student is imminent. Move immediately to High Level protocol.)

High Level

Call another colleague to assist.

Do not leave student alone.

Notify a building level administrator.

Call parents and make plans.

Disable student's plan.

Consult with another crisis coordinator or other mental health professional.

If parent not available, call admin.

Have administrator cal SRO.

If SRO not available, call 911.

Complete Suicide Assessment/
Intervention Document.

Follow-up

Medium Level

Call another colleague to assist.

Do not leave student alone.

Call parents and make plans.

Disable student's plan.

Consult with another crisis coordinator or other mental health professional If parent not available, call admin.

Have administrator cal SRO.

If SRO not available, call 911.

Notify administrator if you haven't.

Complete Suicide Assessment/

Intervention Document.

Follow-up

If youth is on CSCT team, notify.

Low Level

Call parents and make plans.
Notify a building administrator.
Consult with another crisis
coordinator or other mental
health professional.
Complete Suicide Assessment/
Intervention Document.
Follow-up
If youth is on CSCT team, notify.
After 3 referrals move to medium

Pre -Low Level

Call parents to report incident.
Send back to class.
Log incident in Power School
Refer to School-Based Mental
Health Services
Check back with student in one
week to see if they are feeling
better.
After three referrals they would

After three referrals they would move to low level.

*Note: The licensed mental health professional makes final decision on level of threat.

**Note: Following pages provide details of Roles for each individual in the process.

LEVELS OF THREAT

PRE-LOW LEVEL: Student did not intend to harm themself

- · Call parents to report incident.
- · Send back to class.
- · Log incident in Power School
- · Refer to School-Based Mental Health Services
- · Check back with student in one week to see if they are feeling better.
- · After three referrals they would move to low level.

LOW LEVEL: Risk to self appears minimal.

- Suicide ideation is vague and indirect.
- · Available information suggests that the person does not have a plan or is unlikely to carry out plan.
- Plan lacks detail.
- · Level of pain is not unbearable.
- Student has resources and is willing to commit to an ASIST Safeplan.
- Identify appropriate interventions and complete assessment and intervention document.
- Notify building administrator.
- Notify parents immediately.
- If student continues to exhibit low level but parent does not intervene, a report to DFS may be filed.

MEDIUM LEVEL: The suicide plan could be carried out.

- Risk is more plausible and concrete than a low level threat. Information gathered suggests that some thought has been given to how the
 threat would be carried out (e.g. possible place and time).
- No clear indication that the student has taken preparatory steps (e.g. method seeking), although there may be ambiguous or inconclusive
 references pointing to that possibility. There may be a specific statement seeking to convey that the plan is not empty (e.g. "I'm serious").
- . Moderate or lingering concerns about a student's potential to harm or kill self
- Level of pain is moderate.
- Student has a few resources and is willing to commit to an ASIST Safeplan..
- Create a Safeplan and complete assessment and intervention document
- · Notify building administrator.
- Notify parents immediately. Do not leave student alone.

HIGH LEVEL: The risk or situation of concern appears to pose an imminent and serious danger to the safety of self.

- · Plan is specific and plausible. Student has the capacity to act on the plan.
- Information suggests concrete steps have been taken to act on the plan (e.g. acquired the means, knows when and where).
- · Information suggests a strong concern about a student's potential to harm self.
- · Student is experiencing a great deal of pain and is feeling desperate/hopeless.
- Student has no or few resources.
- · Student is unwilling/unable to commit to an ASIST Safeplan
- · Risk at this level always requires immediate intervention.
- · Notify building administrator.
- Notify parents immediately. If parents are not available, have a building administrator contact your SRO.
- Do not leave student alone or allow him/her to leave school without supervision.

Measurable Objectives

Application item #10, 11:

- 10. List at least one specific measureable objective(s) that demonstrates that the proposed variance will meet or exceed the results under the current standard(s).
- 11. What data or evidence will be gathered to document progress toward meeting the measurable objective(s)?
 - -Climate/perception Data
 - -My voice
 - -Discipline
 - -Second Step
 - -Youth Prevalence and Referral
 - -etc.

Administrative Rule Criteria

10.55.604

Acceptable: Application addresses all requirements of the program delivery standard and shows student outcome measures.

ATTACHMENT: Page 2

4. List at least one specific, measurable objective (for example: affective, cognitive, or psychomotor) that clearly shows how your proposed alternative will meet or exceed the exceedable content of the content of th

Given the full implementation of a newly-adopted K-12 School Counseling program, "Second Step" (anti-bullying program), Career Cruising, and other newly developed, revised, and aligned district intervention strategies (A-Team, Suicide Assessment and Intervention, 504), student discipline referrals will continue to decrease as evidenced on the Second Step, Youth

Prevalence and Referral, Perception/Climate surveys, and other data.

Given the implementation of the 2012 Board-approved K-12 School Counseling program, Academic, Career, and Personal/Social Development support will provide students a deeper understanding and appreciation of the life-long process of learning, growing, and changing as individuals as evidenced on the district's Perception/Climate Survey data.

Given a 2012 School Board-approved K-12 Comprehensive School Counseling program, student/adult contact will continue to increase as evidenced on the School Counseling Program Audit data.

5. Identify formative measure (the ongoing assessment of teaching and learning *during* the instruction) to be used to evaluate the effectiveness of the alternative.

Referral data will indicate a downward trend in student discipline.

District Response-to-Intervention/Instruction processes will enhance the ongoing assessment of student academic, career, and personal/social development that are based on the competencies of the 2012 Helena Public Schools K-12 School Counseling Program.

6. Identify summative measures (the cumulative assessment of teaching and learning after the instruction) to be used to evaluate the effectiveness of the alternative.

The Helena Public Schools Elementary School Counseling program which is offered by School Psychologist, Social Workers, and Elementary School Counselors provides a variety of measures of assessment for students, staff, and parents in regards to the work that is accomplished each school year. Initiated in 2012, the district K-12 School Counseling Program will be audited using a survey administered yearly to administrators, counselors, and other supervisors for a comprehensive review of district-wide alignment, strengths, and areas of improvement as a means for ongoing and summative assessment. Based on the work of the Montana Behavior Initiative, all elementary as well at 6-12 buildings participate and offer yearly surveys to

| | | | \ | /ariance Applic | cation # | | | | |
|----------------|-------------------------|---|--|---|---|---|---|--|-------------------------------------|
| Source: MT OPI | HPS Dropout Rate | HPS Graduation Rate | Knowledge of School Wide Rules and Consequences for Behavior Source: SS/HS | Second Step Implementation for K-1 Source: SS/HS | Percentage of MS / HS Youth Reporting Being in a Physical Fight Source: SS/HS | Negative Behavior Incidents Source: SS/HS | Community Based Mental Health Referrals Source: SS/HS Note: Number of families who actually received services of all families referred. | School Based Mental Health Referrals Source: SS/HS | Data Indicator |
| | 64% | 71.88% | 1 | 1 | I | 630 | i | ı | 2008-2009 |
| | 5.1% | 75.80% | 61.91% | | 18.83% | 447 | 53.54% | 115 | 2008-2009 2009-2010 |
| | 5.3% | 81.62% | 61.37% | G1: 24 Lessons / 31 Classes K: 25 Lessons / 28 Classes | 15.04% | 531 | 85.32% | Ш | 2010-2011 |
| | 3.3% | 82.52% | 69.71% | G1: 24 Lessons / 31 Classes K: 25 Lessons / 26 Classes | 13.10% | 512 | 83.39% | 182 | 2011-2012 |
| | carcarateca. | Currently being | Currently being calculated. | Currently being calculated. | Currently being calculated. | Currently being calculated. | Currently being calculated. | Currently being calculated. | 2012-2013 |
| | (1)(0)(1),(11),(11) | (1)(a) (i), (ii) (1)(b) (i) (ii) (iii) | (1)(a) (ii), (iii),(iv) (1)(b) (i), (ii) | (1)(b) (ii), (iii) | (1)(a) (ii), (iii) (1)(b) (i) | (1)(a) (ii), (iii) (1)(b) (i) | (1)(b) (iv), (v) | (1)(a) (i) (1)(b) (ii), (iv) | Standard 10.55.1901 Citations |
| | | | | | | | | 204 c | of 256 |

Students grant in 2008. Note: The District implemented PowerSchool in 2008 and began seriously collecting data for the Safe Schools / Healthy

III. YRBS Data: Negative Behavior, Depression/Suicide, and ATOD Data

| | | | Grade I | .evel* | | |
|---|---------------|---------------|----------------|-------------|----------------|----------------|
| | 7 | 8 | 9 | 10 | 11 | 12 |
| During the past 12 months, were you in a physical fight on school property? | 16.8% (73) | 18.7% (75) | 17.8% (158) | 10.2% (81) | 8.8% (61) | 7.7% (52) |
| During the past 12 months, have you ever been bullied on school property? | 52.5% | 54.1% | 37.7% | 25.7% | 22.2% | 19.6% |
| | (230) | (217) | (334) | (202) | (151) | (132) |
| During the past 30 days, did you carry a weapon such as a gun, knife, or club on school property? | 17.7% | 22.9% | 13.0% | 15.6% | 14.4% | 15.4% |
| | (77) | (92) | (114) | (123) | (99) | (104) |
| During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities? | 22.3% | 28.2% | 28.2% | 26.4% | 26.4% | 29.2% |
| | (98) | (113) | (246) | (206) | (177) | (196) |
| During the past 12 months, did you ever seriously consider attempting suicide? | 15.6% (68) | 18.5% (74) | 18.7% (165) | 16.7% (131) | 16.3% (111) | 15.3% (103) |
| During the past 30 days, did you have at least one drink of alcohol? | 11.7% | 19.4% | 35.1% | 35.5% | 40.8% | 52.8% |
| | (50) | (75) | (305) | (275) | (272) | (353) |
| During the past 30 days, did you use marijuana? | 8.0% | 12.3% | 22.9% | 22.8% | 24.7% | 27.6% |
| | (34) | (49) | (196) | (178) | (166) | (181) |

^{*}Data not available by school.

IV. MPNA Supplemental Survey: Perceptions of Support

| | CR Anderson Middle | Helena Middle | Capital High | Helena High | PAL |
|--|--------------------------|------------------|-----------------|----------------|-------|
| In your opinion, how likely is it that a student would | 31.8% | 34.2% | 37.8% | 26.7% | 22.6% |
| find help at your school from a counselor, teacher, or other adult for personal problems? (% UNLIKELY) | (155) | (120) | (369) | (279) | (14) |
| I know who to talk to at my school to get help on | 22.1% | 21.7% | 27.5% | 24.3% | 14.5% |
| personal problems. (% DISAGREE) | (106) | (76) | (269) | (252) | (9) |

I. <u>Teen Screen</u>

| | | District | | Capital High | | | | Helena High | L | PAL | | | |
|------------------|-------------------|---------------------|---------------------|-------------------|---------------------|---------------------|-------------------|---------------------|---------------------|-------------------|---------------------|---------------------|--|
| | Total Screened | Positive Screens | Percent of Total | |
| 12 th | 35 | 11 | 31.4% | 14 | 4 | 28.6% | 18 | 5 | 27.8% | 3 | 2 | 66.7% | |
| 11 th | 57 | 17 | 29.8% | 26 | 5 | 19.2% | 27 | 9 | 33.3% | 4 | 3 | 75.0% | |
| 10 th | 69 | 23 | 33.3% | 32 | 14 | 43.8% | 36 | 9 | 25.0% | 1 | 0 | 0.0% | |
| 9 th | 86 | 37 | 43.0% | 39 | 24 | 61.5% | 46 | 12 | 26.1% | 1 | 1 | 100.0% | |
| Total | 247 | 88 | 35.6% | 111 | 47 | 42.3% | 127 | 35 | 27.6% | 9 | 6 | 66.7% | |

| | Dis | trict | Capit | al High | Hele | na High | | PAL |
|------------------|-------|---------------------------------|-------|---------------------------------|-------|---------------------------------|-------|---------------------------------|
| Reason Evaluated | Total | Percent of Total Screened |
| Suicide | 26 | 43.3% | 16 | 34.0% | 8 | 22.9% | 2 | 33.3% |
| Social Phobia | 32 | 53.3% | 16 | 34.0% | 11 | 31.4% | 5 | 83.3% |
| Panic | 18 | 30.0% | 9 | 19.1% | 7 | 20.0% | 2 | 33.3% |
| General Anxiety | 31 | 51.7% | 19 | 40.4% | 10 | 28.6% | 2 | 33.3% |
| OCD | 19 | 31.7% | 7 | 14.9% | 11 | 31.4% | 1 | 16.7% |
| Depression | 35 | 58.3% | 17 | 36.2% | 15 | 42.9% | 3 | 50.0% |
| Alcohol | 17 | 28.3% | 9 | 19.1% | 4 | 11.4% | 4 | 66.7% |
| Marijuana | 14 | 23.3% | 7 | 14.9% | 2 | 5.7% | 5 | 83.3% |
| Other Substance | 10 | 16.7% | 5 | 10.6% | 4 | 11.4% | 1 | 16.7% |

II. Community Based Mental Health

| | Referrals | Served | Percent Served |
|------------|-----------|--------|-------------------|
| Elementary | 163 | 140 | 85.9% |
| Middle | 106 | 88 | 83.0% |
| High | 92 | 80 | 87.0% |
| Total | 361 | 308 | 85.3% |

III. School Based Mental Health

| | Referrals | Served | Percent Served |
|------------|-----------|--------|-------------------|
| Elementary | 64 | 26 | 40.6% |
| Middle | 105 | 41 | 39.0% |
| High | 136 | 44 | 32.4% |
| Total | 305 | 111 | 36.4% |

IV. Project SUCCESS (ATOD)

| | Number of referrals to Project SUCCESS |
|--------------------------|---|
| Self | 95 |
| Principal/Vice Principal | 157 |
| School Administrator | 16 |
| Project SUCCESS | 6 |
| Faculty | 117 |
| Guidance Counselor | 73 |
| Parent | 34 |
| Relative (not parent) | 11 |
| Friend/Peer | 34 |
| School Psychologist | 0 |
| School Nurse | 0 |
| School MH Program | 1 |
| Newcomers | 5 |
| Child Support Team | 2 |
| Prevention Ed. Series | 15 |
| Other (Crisis) | 30 |
| Other (Probation) | 20 |
| Other (SRO) | 5 |
| TOTAL | 621 |

| Counseling Sessions | # of | | | | |
|-----------------------|----------|--|--|--|--|
| | sessions | | | | |
| Students Only | 2222 | | | | |
| Parents Only | 195 | | | | |
| Students & Parents | 82 | | | | |
| Faculty Consultations | 575 | | | | |
| Total | 3087 | | | | |

Number of Referrals Project SUCCESS Counselors for Community-Based ATOD Assistance

| CHS | CRA | HMS | HHS | PAL | Grand total |
|-----|-----|-----|-----|-----|----------------|
| 29 | 9 | 7 | 34 | 22 | 101 |

Variance to Standards Application #7 Second step Leader Cmapbell Ziegler

Ziegler Ziegler

McMillin

Jolley Swiften Second step Leader Mueller Campbell Heffner

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Campbell Heffner

Variance to Standards

Application #7

Application #7

Cmapbell

Ziegler

Ziegler Second step Leader Grassi

Jolley ?? McMillin

| Vai | riand | ce | to | S | sta | n | da | rd | S | | | | | | | | | | | | |
|-----|-------|-------|-----------|---------|-------------------------|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------|-------------------------|-----------------------------|-------------|------------------------|------------------------|------------------------------------|------------------------|------------------------|--|
| | Ар | pli | ca | ntic | unit 2: 5-7; unit 3-1-9 | #unit 2: 4-7; unit 3: 1-9 | unit 2: 1-7; unit 3: 1-9 | unit 2: 1-7; unit 3: 1-9 | unit 2: 1-7; unit 3: 1-8 | unit 2: 3-7; unit 3: 1-9 | unit 2: 6-7; unit 3: 1-9 | unit 2: 5-7; unit 3-1-9 | unit2: 3-7; unit 3: 1-7 | Lessons Complete (Jan-June) | unit 1: 1-5 | Unit 1:1-9; Unit 2:1-4 | Unit 1:1-9; Unit 2:1-2 | Unit 1:1-9; Unit 2:1-7; Unit 3:1-9 | Unit 1:1-8; Unit 2:1-3 | Unit 1:1-8; Unit 2:1-3 | |
| | | TOTAL | | | 1 | 1 | خر | | 1 | 1 | 4 | _ | 4 | Total Lessons to date | | | 1 | 2 | 1 | | |
| | | | Hawthorne | Warren? | 12 Four Georgians | 13 Smith | 16 Darcy | 16 Bryant | 15 Central | 14 Broadwater | 11 Rossiter | 12 Kessler | 12 Jefferson | School | 5 Darcy | 13 Kessler | 11 jefferson | 25 Hawthorne | 11 Four Georgians | 11 Smith | |
| | | 28 | | | 4 | 2 | 2 | ω | 2 | 2 | 4 | 2 | 2 | # of Classes | 2 | 2 | 2 | 2 | 4 | 2 | |
| | 59 | | | | ~ | _ | ~ | ~ | ~ | ~ | ~ | ~ | _ | Grade | _ | ~ | ~ | _ | ~ | ~ | |
| | 905 | 465 | 22 | 62 | 22 | 30 | 44 | 49 | 20 | 45 | 88 | 43 | 40 | Max. # of students | 44 | 43 | 40 | 22 | 20 | 18 | |

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Variance to Standards

Application #7

Application #7

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Jolley ?? McMillin

2011 Perception/Climate Survey Data:

Due to the fact that there are three Perception/Climate Surveys (Parent, Student, and Staff) which are over 150 pages each, I am providing the online link to data instead.

http://www.helena.k12.mt.us/district/departme/assessme/climates/index.dhtm



K-12 School Counseling Program Evaluation/Audit Protocol:

Participants:

- K-12 School Counselors
- K-12 School Administrators
- District Supervisor of the K-12 School Counseling program
- (New K-12 School Counselors will take the program audit beginning year two of HPS employment.)

Administration:

Completed by the end of September/Yearly

Data Analysis:

- · Completed by the end of October/Yearly
- Data-driven decision-making for respective school year

(Implementation beginning 2012-2013)

http://www.surveymonkey.com/s/k-12counselingprogaudit

Helena School District K-12 School Counseling Program Audit

Helena School District K-12 School Counseling Program Audit

The program audit is used to assess the school counseling program in comparison with ASCA's National Model for School Counseling Programs. Audits serve to set the standard for the school counseling program. Audits are first performed when a school counseling program is being designed and then yearly to appraise the progress of the program development. Using the findings of both program implementation and results, strengths and weaknesses are determined, and goals are created for the following school year.

1. Structural Components: Program Philosophy and Planning

| Read the following statements about the counseling philoso | phy and plan and respond by |
|--|-----------------------------|
| choosing the appropriate number. | |

| | 0 - None | 1 - In Progress | 2 - Completed | 3 - Implemented | N/A |
|---|-------------|-----------------|-------------------|------------------|-----|
| The philosophy, statement, vision and mission of the program are written and include guiding assumptions and counselor roles and functions. | 0 | O | 0 | 0 | 0 |
| Priorities for student skill development are established for each grade level. | 0 | 0 | 0 | 0 | 0 |
| The program has an annual plan, which, for the most part, is followed. | 0 | 0 | 0 | 0 | 0 |
| The program is evaluated annually. | 0 | \circ | 0 | 0 | 0 |
| 2. Evaluation of Pro | gram Philos | sophy and Plant | ning - Major str | rengths | |
| 3. Evaluation of Pros strengthening | gram Philos | sophy and Planr | ning - Items in (| greatest need of | |
| | | | | | |

| 4 | . Evaluation of | Program P | hilosophy | and Plannii | ng - Example | s and/or | comments | S |
|---|-----------------|-----------|-----------|-------------|--------------|----------|----------|---|
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| 0 - None | 1 - In Progress | 2 - Completed | 3 - Implemented | N/A |
|-------------|-------------------|-----------------------------|---|---|
| | | | O | O |
| 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | | 0 | 0 |
| vidual Stud | lent Planning - I | Major strength | s | |
| | <u>A</u> | | | |
| | | | | |
| /idual Stud | lent Planning - I | Items in greate | est need of streng | thening |
| | • | | | |
| vidual Stud | lent Planning - I | Examples and/ | or comments | |
| | ^ | | | |
| | | | | |
| | | | | |
| | vidual Stud | vidual Student Planning - I | vidual Student Planning - Items in greate | vidual Student Planning - Major strengths vidual Student Planning - Items in greatest need of streng vidual Student Planning - Examples and/or comments |

| | 0 - None | 1 - In Progress | 2 - Completed | 3 - Implemented | N/A |
|---|---------------|-------------------|-----------------|-------------------|----------|
| Students are assisted in solving immediate problems that interfere with their personal, social, career, and educational | 0 | 0 | 0 | 0 | 0 |
| development. A balance of service is maintained for students with preventative and responsive services (i.e., tier 1 universal, tier 2 targeted, iter 3 intensive) | 0 | 0 | 0 | | 0 |
| Responsive services are delivered through such strategies as: consultation, individual / small group counseling, crisis counseling, & referrals. | 0 | | 0 | | 0 |
| The counseling department maintains an adequate list of referral resources. | 0 | 0 | 0 | 0 | 0 |
| Counselors maintain regular and effective communication with community agencies, including follow-up on referrals. | 0 | 0 | | | 0 |
| 4. Evaluation of Ind | lividual Stud | lent Planning - I | Major strength | s | |
| | | _ | - | | |
| | | * | | | |
| 5. Evaluation of Ind | lividual Stud | lent Planning - | Items in greate | est need of stren | athenina |
| | | A | | | |
| | | - | | | |
| 6. Evaluation of Ind | lividual Stud | lent Planning - | Examples and | or comments | |
| | | A | | | |
| | | | | | |
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| | | | | | |

| | 0 - None | 1 - In Progress | 2 - Completed | 3 - Implemented | N/A |
|--|--------------|-----------------|-----------------|--------------------|----------|
| Administrative procedures provide for appropriate use of the counselor's | O-None | 1 - In Progress | 2 - Completed | 3 - Implemented | Ö |
| counselors') professional kills. | | | | | |
| Counselor(s) are provided with professional growth opportunities. | O | O | O | O | O |
| Time is provided for counseling program activity planning and evaluation. | 0 | 0 | 0 | 0 | 0 |
| An appropriate budget, acilities and equipment are available and adequate or effective applementation of the program. | 0 | 0 | 0 | 0 | 0 |
| Counselor(s) are provided sufficient access to all students allowing for an effective counseling program. | 0 | 0 | 0 | 0 | 0 |
| Opportunities are provided or counselor(s) to communicate and collaborate with staff, administration, the school poard, and the community. | 0 | 0 | 0 | | 0 |
| 8. Evaluation of Ind | lividual Stu | dent Planning - | Major strength | s | |
| | | | | | |
| | | | | | |
| 9. Evaluation of Ind | lividual Stu | dent Planning - | items in greate | est need of streng | jtnening |
| | | | | | |
| 0. Evaluation of Ind | lividual Stu | dent Planning - | Examples and | or comments | |
| | - | <u>*</u> | | | |
| | | | | | |

| | nseling Program Evaluation Self-Study |
|--|---|
| valuation of Overal | I Plan - Prioritized list of major strengths |
| | * |
| | ~ |
| 2. Summary of Cou | nseling Program Evaluation Self-Study |
| | |
| valuation of Overal | I Plan - Prioritized list of items in greatest need of strengthening |
| | <u>*</u> |
| | <u>•</u> |
| 23. Summary of Cou | nseling Program Evaluation Self-Study |
| | |
| Plan for Improvemen | it of Overall Plan - Prioritized list of short range goals and time lin |
| ian for improvemen | |
| | A CO Overall Fian - Frioritized list of short range goals and time in |
| | * Short raile and time in |
| | nseling Program Evaluation Self-Study |
| | <u>*</u> |
| 24. Summary of Cou | <u>*</u> |
| 4. Summary of Cou | nseling Program Evaluation Self-Study |
| 4. Summary of Cou | nseling Program Evaluation Self-Study |
| 24. Summary of Cou Plan for Improvemen | nseling Program Evaluation Self-Study |
| 24. Summary of Cou Plan for Improvement 25. Summary of Cou | nseling Program Evaluation Self-Study at of Overall Plan - Prioritized long range goals and time line |
| 24. Summary of Cou Plan for Improvement 25. Summary of Cou | nseling Program Evaluation Self-Study at of Overall Plan - Prioritized long range goals and time line |
| 24. Summary of Cou Plan for Improvement 25. Summary of Cou | nseling Program Evaluation Self-Study at of Overall Plan - Prioritized long range goals and time line |
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| 24. Summary of Cou Plan for Improvement 25. Summary of Cou Plan for Improvemen | nseling Program Evaluation Self-Study at of Overall Plan - Prioritized long range goals and time line |
| 24. Summary of Cou Plan for Improvement 25. Summary of Cou Plan for Improvement 26. Summary of Cou | nseling Program Evaluation Self-Study at of Overall Plan - Prioritized long range goals and time line nseling Program Evaluation Self-Study at of Overall Plan - Barriers to be considered nseling Program Evaluation Self-Study |
| 24. Summary of Cou Plan for Improvement 25. Summary of Cou Plan for Improvement 26. Summary of Cou | nseling Program Evaluation Self-Study It of Overall Plan - Prioritized long range goals and time line In a seling Program Evaluation Self-Study In a seling Program Evaluation Self-Study In a seling Program Evaluation Self-Study |
| 24. Summary of Cou Plan for Improvement 25. Summary of Cou Plan for Improvement 26. Summary of Cou | nseling Program Evaluation Self-Study at of Overall Plan - Prioritized long range goals and time line nseling Program Evaluation Self-Study at of Overall Plan - Barriers to be considered nseling Program Evaluation Self-Study |

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| 4. Evaluation of Program Philosophy and Planning - Examples and/or comments | | | | | valuation of Program Philosophy and Pla |
|---|------------------|-------------------|---|-------------------|--|
| nning - Examples and/or comments | | | | | 3. Evaluation of Program Philosophy and Planning - Items in greatest need of strengthening |
| | skipped question | answered question | | | |
| | 4 | - | - | Response Count | |

answered question

Response Count

skipped question

plan and respond by choosing the appropriate number. 5. Academic, Career and Personal/Social Development Read the following statements about the counseling philosophy and

| , | daggie | | | | | | |
|----------|-------------------|-----------|-----------------|---------------|-----------------|----------|--|
| 28 | answered question | answere | | | | | |
| 28 | 0.00 | 10.7% (3) | 42.9% (12) | 14.3% (4) | 32.1% (9) | 0.0% (0) | Sufficient materials are available to support the curriculum. |
| 28 | 0.00 | 3.6% (1) | 50.0% (14) | 25.0% (7) | 21.4% (6) | 0.0% (0) | The evidence-based curriculum is delivered through classroom and group activities. |
| 28 | 0.00 | 3.6% (1) | 50.0% (14) | 35.7% (10) | 7.1% (2) | 3.6% (1) | Developmentally appropriate student competencies are specified for each grade level grouping. |
| 28 | 0.00 | 3.6% (1) | 60.7% (17) | 17.9% (5) | 17.9% (5) | 0.0% (0) | All students are assisted in a systematic way to develop knowledge, understanding, and skills identified as necessary to enhance their personal, social, career, and academic development. |
| Response | Rating Average | NIA | 3 - Implemented | 2 - Completed | 1 - In Progress | 0 - None | |

skipped question

N

answered question

Response

Count

skipped question

25

| | | 8. Evaluation of Guidance Curriculum - Examples and/or comments: |
|--------------------|-------------------|--|
| 18 | skipped question | |
| 12 | answered question | |
| 12 | | |
| Response Count | 72 | |
| to Andrew Williams | | 7. Evaluation of Guidance Curriculum - Items in greatest need of strengthening |
| 17 | skipped question | |

Response

Count

3

answered question

| ing 0 - None 1 - In Progress 2 - Completed 3 - Implemented N/A Average Coun 0.0% (0) 26.7% (8) 16.7% (5) 43.3% (13) 13.3% (4) 0.00 0.0% (0) 30.0% (9) 20.0% (6) 40.0% (12) 10.0% (3) 0.00 answered question Student Planning - Major strengths Respon Coun | | | | | | | | |
|---|-------------------|-------------------|-----------|-----------------|---------------|--------------------|---------------|---|
| 0 - None 1 - In Progress 2 - Completed 3 - Implemented N/A Rating Areaspon Respon 0.0% (0) 26.7% (8) 16.7% (5) 43.3% (13) 13.3% (4) 0.00 0.0% (0) 30.0% (9) 20.0% (6) 40.0% (12) 10.0% (3) 0.00 Skipped question Skipped question Skipped question Coun | | ed question | answer | | | | | |
| ing 0 - None 1 - In Progress 2 - Completed 3 - Implemented N/A Average Coun 0.0% (0) 26.7% (8) 16.7% (5) 43.3% (13) 13.3% (4) 0.00 0.0% (0) 30.0% (9) 20.0% (6) 40.0% (12) 10.0% (3) 20.0% (6) skipped question Skipped question Coun Respon | 10 | | | | | | | |
| ing 0 - None 1 - In Progress 2 - Completed 3 - Implemented N/A Rating Average Count Responsion 0.0% (0) 26.7% (8) 16.7% (5) 43.3% (13) 13.3% (4) 0.00 Count 0.0% (0) 30.0% (9) 20.0% (6) 40.0% (12) 10.0% (3) 0.00 answered question Student Planning - Major strengths | Response Count | | | | | | | |
| 0 - None 1 - In Progress 2 - Completed 3 - Implemented N/A Rating Average Count Responsion 0.0% (0) 26.7% (8) 16.7% (5) 43.3% (13) 13.3% (4) 0.00 0.0% (0) 30.0% (9) 20.0% (6) 40.0% (12) 10.0% (3) 0.00 answered question skipped question | | | | | hs | ng - Major strengt | udent Plannir | 10. Evaluation of Individual St |
| 0-None 1-In Progress 2-Completed 3-Implemented NIA Rating Respon 0.0% (0) 26.7% (8) 16.7% (5) 43.3% (13) 13.3% (4) 0.00 0.0% (0) 30.0% (9) 20.0% (6) 40.0% (12) 10.0% (3) 0.00 answered question | | ed question | skipp | | | | | |
| 0 - None 1 - In Progress 2 - Completed 3 - Implemented N/A Rating Respon 0.0% (0) 26.7% (8) 16.7% (5) 43.3% (13) 13.3% (4) 0.00 0.0% (0) 30.0% (9) 20.0% (6) 40.0% (12) 10.0% (3) 0.00 | | red question | answer | | | | | |
| 0 - None 1 - In Progress 2 - Completed 3 - Implemented N/A Rating Respon 0.0% (0) 26.7% (8) 16.7% (5) 43.3% (13) 13.3% (4) 0.00 | | 0.00 | 10.0% (3) | 40.0% (12) | 20.0% (6) | 30.0% (9) | 0.0% (0) | There is a comprehensive/individual approach to help students understand themselves through individual appraisal, individual advisement, and placement. |
| ing 0 - None 1 - In Progress 2 - Completed 3 - Implemented N/A Average | | 0.00 | 13.3% (4) | 43.3% (13) | 16.7% (5) | 26.7% (8) | 0.0% (0) | There is a comprehensive approach to helping students make appropriate educational plans. |
| I. Individual Student Planning | | Rating Average | NIA | 3 - Implemented | 2 - Completed | 1 - In Progress | 0 - None | |
| | | | | | | | | 9. Individual Student Planning |

| 7 | answered question |
|-------------------|--|
| 7 | |
| Response Count | |
| | 2. Evaluation of Individual Student Planning - Examples and/or comments |
| 21 | skipped question |
| 9 | answered question |
| 9 | |
| Response Count | |
| | 1. Evaluation of Individual Student Planning - Items in greatest need of strengthening |

| | 13. Preventive and Respo |
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| 30 | answered question | answere. | | | | | |
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| 30 | 0.00 | 0.0% (0) | 43.3% (13) | 20.0% (6) | 36.7% (11) | 0.0% (0) | Counselors maintain regular and effective communication with community agencies, including follow-up on referrals. |
| 30 | 0.00 | 0.0% (0) | 63.3% (19) | 6.7% (2) | 23.3% (7) | 6.7% (2) | The counseling department maintains an adequate list of referral resources. |
| 30 | 0.00 | 0.0% (0) | 70.0% (21) | 6.7% (2) | 23.3% (7) | 0.0% (0) | Responsive services are delivered through such strategies as: consultation, individual / small group counseling, crisis counseling, & referrals. |
| 30 | 0.00 | 0.0% (0) | 46.7% (14) | 13.3% (4) | 33.3% (10) | 6.7% (2) | A balance of service is maintained for students with preventative and responsive services (i.e., tier 1 universal, tier 2 targeted, tier 3 intensive) |
| 30 | 0.00 | 0.0% (0) | 83.3% (25) | 3.3% (1) | 13.3% (4) | 0.0% (0) | Students are assisted in solving immediate problems that interfere with their personal, social, career, and educational development. |
| Response | Rating Average | NIA | 3 - Implemented | 2 - Completed | 1 - In Progress | 0 - None | |

skipped question

Helena School District K-12 School Counseling Program Audit

SurveyMonkey

philosophy and plan and respond by choosing the appropriate number. 1. Structural Components: Program Philosophy and Planning Read the following statements about the counseling

| | answered question | | | | | |
|----------------------------------|-------------------|-----------------|---------------|-----------------|----------|---|
| 0.00 30 | | | | | | |
| | 3.3% (1) | 36.7% (11) | 23.3% (7) | 33.3% (10) | 3.3% (1) | The program is evaluated annually. |
| | 3.3% (1) | 43.3% (13) | 23.3% (7) | 23.3% (7) | 6.7% (2) | The program has an annual plan, which, for the most part, is followed. |
| 0.00 30 | 10.0% (3) | 43.3% (13) | 36.7% (11) | 3.3% (1) | 6.7% (2) | Priorities for student skill development are established for each grade level. |
| 0.00 30 | 3.3% (1) | 56.7% (17) | 30.0% (9) | 6.7% (2) | 3.3% (1) | The philosophy, statement, vision and mission of the program are written and include guiding assumptions and counselor roles and functions. |
| Rating Response Average Count | N/A | 3 - Implemented | 2 - Completed | 1 - In Progress | 0 - None | |

| | | | | 16. Evaluation of Individual Student Planning - Examples and/or comments | | | | | 15. Evaluation of Individual Student Planning - Items in greatest need of strengthening | | | | | |
|------------------|-------------------|---|-------------------|--|------------------|-------------------|----|-------------------|---|------------------|-------------------|----|----------|--|
| skipped question | answered question | | | | skipped question | answered question | | | ng | skipped question | answered question | | | |
| 26 | 4 | 4 | Response Count | | 20 | 10 | 10 | Response Count | | 20 | 10 | 10 | Response | |

| | F | Application | l # <i>1</i> | | | |
|-------------------|---|---|---|---|---|-------------------|
| | Opportunities are provided for counselor(s) to communicate and collaborate with staff, administration, the school board, and the community. | An appropriate budget, facilities and equipment are available and adequate for effective implementation of the program. | Time is provided for counseling program activity planning and evaluation. | Counselor(s) are provided with professional growth opportunities. | Administrative procedures provide for appropriate use of the counselor's (counselors') professional skills. | |
| | 0.0% (0) | 3.3% (1) | 3.3% (1) | 0.0% (0) | 0.0% (0) | 0 - None |
| | 36.7% (11) | 66.7% (20) | 33.3% (10) | 20.0% (6) | 43.3% (13) | 1 - In Progress |
| | 16.7% (5) | 6.7% (2) | 13.3% (4) | 16.7% (5) | 20.0% (6) | 2 - Completed |
| | 46.7% (14) | 23.3% (7) | 50.0% (15) | 63.3% (19) | 36.7% (11) | 3 - Implemented |
| answer | 0.0% (0) | 0.0% (0) | 0.0% (0) | 0.0% (0) | 0.0% (0) | N/A |
| answered question | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | Rating Average |
| 30 | 30 | 30 | 30 | 30 | 30 | Response |

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| 19. Evaluatio | | | | | 18. Evaluatio |
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| 19. Evaluation of Individual Student Planning - Items in greatest need of strengthening | | | | | 18. Evaluation of Individual Student Planning - Major strengths |
| I Student Plan | | | | | I Student Plan |
| ning - Items in | | | | | ning - Major st |
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| Response Count | |
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| | 26. Summary of Counseling Program Evaluation Self-Study Plan for Improvement of Overall Plan - Points of actions to overcome barriers |
| | skipped question |
| | answered question |
| | |
| Response Count | |

| Apr 2 2012 0.44 AM | Group process to develop implement parefully consider | 17 |
|-----------------------|--|----|
| Apr 18, 2012 1:32 PM | Program philosophy is written and time was provided to review it. | 16 |
| Aug 28, 2012 9:14 AM | Clear and concise | 15 |
| Sep 5, 2012 4:20 PM | ASCA model provides a solid framework for academic, career and social development | 14 |
| Sep 6, 2012 6:45 AM | Really talented specialists | 13 |
| Sep 6, 2012 7:53 AM | The philosophy is tied to our district's whole child guiding principles. It is a comprehensive approach. | 12 |
| Sep 6, 2012 8:18 AM | student centered | 1 |
| Sep 10, 2012 7:04 PM | All levels k-12 involved in program planning. | 10 |
| Sep 12, 2012 10:27 AM | Regular meeting including all K - 12 counselors to address continuity across grade levels. | 9 |
| Sep 14, 2012 9:55 AM | Detailed, clear objectives | 00 |
| Sep 18, 2012 8:18 AM | Whole child philosophy | 7 |
| Sep 27, 2012 9:39 AM | Counselor roles and functions need to be clearly defined in relation to crisis counseling, 504 responsibilities and A-Team responsibilities. | 0 |
| Sep 27, 2012 9:46 AM | Student centered | G |
| Sep 27, 2012 10:25 AM | Student oriented, great counseling team, parent outreach | 4 |
| Sep 28, 2012 6:35 AM | Whole group involvement in development. Alignment with National expectations. | ω |
| Sep 28, 2012 7:16 AM | Child centered; focused on whole child; variety of modalities | 2 |
| Sep 28, 2012 5:15 PM | The ASCD "Whole Child" position grounds our District vision and philosophy as does the National School Counseling curriculum based on academic, career and social/emotional development. | _ |

| Q3. Ev | Q3. Evaluation of Program Philosophy and Planning - Items in greatest need of strengthening | |
|--------|---|-----------------------|
| _ | Though there are and have been good things happening in counseling throughout the district, there has not been a thread tying programs together. Hopefully this plan will allow the good things of the past while creating consistency and a developmentally sequential result. | Sep 28, 2012 5:15 PM |
| 2 | Difficulty completing all tasks of counseling program due dual roles or being split between buildings | Sep 28, 2012 7:16 AM |
| ω | Alignment with Common Core Time | Sep 28, 2012 6:35 AM |
| 4 | Prioritize duties related to time | Sep 27, 2012 10:25 AM |
| 5 | Professional development | Sep 27, 2012 9:46 AM |
| 0 | Philosophy needs to include responsibility shared with all staff - counselors and SSCs can't do it all. | Sep 18, 2012 8:18 AM |
| 7 | None cited | Sep 14, 2012 9:55 AM |
| œ | Ongoing evaluation of needs versus response, and how to most effectively address needs. | Sep 12, 2012 10:27 AM |
| 9 | Need to educate administrators on program | Sep 10, 2012 7:04 PM |
| 10 | Continuing to determine sufficient numbers of counselors to carry out such a comprehensive program. National standards recommend a higher staff to student ratio than we have in place. | Sep 6, 2012 7:53 AM |
| 1 | Communication | Sep 6, 2012 6:45 AM |
| 12 | Too early in Implementation process to determine | Aug 28, 2012 9:14 AM |
| 13 | I think of an annual plan as having some "dates" by which certain things in the program will be accomplished. This might be an area to clarify over time. | Apr 18, 2012 12:47 PM |
| 14 | Need to continually review | Apr 2, 2012 9:44 AM |

| G | 4 | ω | 2 | _ | Q4. Ev |
|--|--|--|---|--|--|
| Too early in implementation process to determine | The 2nd step program chosen for our elementary students is research based and comprehensive. When delivered to all students in the building, it helps improve student outcomes and school climate. | Philosophy fits with school improvement planning & school mission statement. | Parent Nights and lessons at each level are successful and helpful for the target audience. | Since this is the first year, it will be important to assess the degree of flexibility the plan allows while providing the curricular structure necessary. | Q4. Evaluation of Program Philosophy and Planning - Examples and/or comments |
| Aug 28, 2012 9:14 AM | Sep 6, 2012 7:53 AM | Sep 18, 2012 8:18 AM | Sep 27, 2012 9:46 AM | Sep 28, 2012 5:15 PM | |



| 13 Corresponds to ASCA model | 12 Competencies are specified in our "program" for all grade levels | 11 Curriculum is current, researched | 10 All elementary social services st | 9 The 2nd step program chosen fo students in the building, it helps | 8 clearly articulated and based on sound philosophy | 7 Updated Second Step Curriculums are being implemented. | 6 Again, clear expectations | 5 Second Step materials are effective | 4 Engaging and relevant in the are | 3 activities, lessons and music in p | 2 Curriculum; staff with a variety of expertise areas | 1 The district employs caring, professional people in counsel infrastructure of administrative involvement is also in place | Q6. Evaluation of Guidance Curriculum - Major strengths |
|------------------------------|---|--|--|--|---|--|-----------------------------|---------------------------------------|---|--|---|--|---|
| | r "program" for all grade levels. | Curriculum is current, researched-based, and available to all schools. | All elementary social services staff were provided with a research-based common curriculum | The 2nd step program chosen for our elementary students is research based and comprehensive. When delivered to all students in the building, it helps improve student outcomes and school climate. | sound philosophy | is are being implemented. | | Ve | Engaging and relevant in the areas of academics, personal/social and career mindedness. | activities, lessons and music in program are age appropriate and appealing to kids easy to deliver | expertise areas | The district employs caring, professional people in counseling roles. Professional development is a priority and an infrastructure of administrative involvement is also in place. | Wajor strengths |
| | Apr 18, 2012 12:47 PM | Apr 18, 2012 1:32 PM | Aug 28, 2012 9:14 AM | Sep 6, 2012 7:53 AM | Sep 6, 2012 8:18 AM | Sep 12, 2012 10:27 AM | Sep 14, 2012 9:55 AM | Sep 18, 2012 8:18 AM | Sep 27, 2012 9:46 AM | Sep 28, 2012 6:35 AM | Sep 28, 2012 7:16 AM | Sep 28, 2012 5:15 PM | |

| 12 In | 11 # | 10 E | 9 lin | 8 A | 7 P. | 6 Ті | 5 T | 4 M | 3 II O | 2 1 | 9.0 | Q7. Evalua |
|---|----------------------|--|--|--|--|--|---|-------------------------------------|--|---------------------------------|--|---|
| Inadequate time available at the elementary to address all elements of the curriculum as well as is necessary | Homework component | Ensuring a system is in place to deliver the curriculum to all students. | limited counselor time forces prioritization of instruction, so some elements of curriculum are not as comprehensively addressed as intended | Additional copies of Second Step Curriculums would allow teachers easier access to them. | Potential for partnerships with classroom teachers. Perhaps guidance on how to develop those opportunities | Time available for lessons - too many responsibilities on SSCs | There's a need for more resources for our curriculum lessons. | More time with individual students. | Only one set of materials means that posters and other items are not available to each teacher to refer back to. Time to implement more than just priorities - its a great program | Time to implement with fidelity | Consistency in program goals and communication between levels on carrying them out. Counselor Input and evaluation of specific curriculum before adoption. | Q7. Evaluation of Guidance Curriculum - Items in greatest need of strengthening |
| Apr 2 2012 9:44 AM | Aug 28, 2012 9:14 AM | Sep 6, 2012 7:53 AM | Sep 6, 2012 8:18 AM | Sep 12, 2012 10:27 AM | Sep 14, 2012 9:55 AM | Sep 18, 2012 8:18 AM | Sep 27, 2012 9:46 AM | Sep 27, 2012 10:25 AM | Sep 28, 2012 6:35 AM | Sep 28, 2012 7:16 AM | Sep 28, 2012 5:15 PM | |

| | The state of the s | |
|----|--|-----------------------|
| _ | As stated above, the district has many competent counselors who support students in good planning and confidence building. | Sep 28, 2012 5:15 PM |
| 2 | Strong at high school level | Sep 28, 2012 7:16 AM |
| ω | Student centered | Sep 27, 2012 9:46 AM |
| 4 | MBI has provided valuable staff development & resources in helping students understand themselves and others. | Sep 18, 2012 8:18 AM |
| 5 | Elementary students are setting personal goals in terms of academic performance, attendance, etc. | Sep 12, 2012 10:27 AM |
| 6 | programming at high school, especially, focuses on post-secondary planning | Sep 6, 2012 8:18 AM |
| 7 | Planning and goal setting are part of the 2nd Step curriculum. At the elementary level, these concepts are introduced to children, but not expected to be fully mastered. | Sep 6, 2012 7:53 AM |
| 00 | All students are exposed to Career Cruising at each grade level. | Sep 5, 2012 4:20 PM |
| 9 | Too early in Implementation process to determine | Aug 28, 2012 9:14 AM |
| 10 | In recent years there is more and better use of student performance data to guide interventions | Apr 2, 2012 9:44 AM |

| 3 2 1 1 | 1 Consistency and communication between HS, MS, & elementary on what we do. 2 Need to work on identifying at risk students at much younger age to reduce drop out rate. Many programs are for our already engaged students 3 Limited application to educational planning at elementary level |
|---------|--|
| | Limited application to educational planning at elementary level |
| | What will be done with this information? How will it shape class/instructor selections? |
| | Inadequate counselor:student ratios limit student access to individual counselor time |
| 0, | Ensuring the 2nd step curriculum is delivered school-wide. |
| | More individualized planning in needed as we move toward RPOS and Pathways |
| 00 | Clarification of individual appraisal, individual advisement, and placement at elementary level |
| 9 | Would be helpful to have more time and resources available to collaborate with staff in addressing the needs of students who are not progressing through the curriculum and picking up skills |

| - | Hopefully our new framework will bring consistency while allowing for varied counselor skills and competencies. |
|---|--|
| s | Ophool director and the second of the second |
| 2 | School climate activities and MBI are effectively used. |
| ω | Student led conferences in some schools; establishing personal student goals |
| 4 | Goal setting is part of the 2nd step curriculum. |
| 5 | Too early in Implementation process to determine |
| 6 | We do not do as much of this in the elementary grades. |
| 7 | I'm thinking at the elementary level this happens for all students at P-T conferences and Counselors participate when |

| 714. | K. T. Evaluation of individual Student Flaming - Major Strengths | |
|------|--|-----------------------|
| _ | Students in need are most often quickly addressed. Community services are utilized. Varying methods for counseling individually and in groups are practiced. | Sep 28, 2012 5:15 PM |
| 2 | Relationship between school and community agencies; training of counselors | Sep 28, 2012 7:16 AM |
| ω | Team effort to meet with as many students as possible. | Sep 27, 2012 10:25 AM |
| 4 | Use of tier 1,2,and 3 approach is effective when dealing with behavior & social/emotional services | Sep 18, 2012 8:18 AM |
| Q | Ongoing evaluation of tier 1, 2, and 3 student needs; interventions that are possible for tier 2 and 3 students | Sep 12, 2012 10:27 AM |
| 6 | Responsiveness to immediate needs is a high priority | Sep 6, 2012 8:18 AM |
| 7 | Counselors do their best to respond effectively to crises. We have a district-wide crisis team that provides leadership and support when a significant crisis impacts our community. | Sep 6, 2012 7:53 AM |
| œ | Appears satisfactory | Aug 28, 2012 9:14 AM |
| 9 | Responsiveness of interventions is a strenght with Tier I, II, and III interventions in place | Apr 27, 2012 6:46 AM |
| 10 | Attempt to balance both preventive and responsive services | Apr 2, 2012 9:44 AM |

| 8 Resource list needs updating 9 Need updated community referral resources | | | The new on-line A-team and Consented referral system will be crucial to updating the list of r maintaining or establishing communication with community agencies. It is important to have every building every day of the week. That is more difficult to have at the elementary level gi space in buildings. | 6 Question whether Tier II interventions are develope consume most of counseling time. | 5 Time to do everything! | 4 It is difficult to deliver a "balance of service" when we are under-staffed | 3 More time for individual consutations. | 2 It would be nice if all schools were more similar In Service delivery | There is a shortage of counselor time that makes it families. Returning vets, drugs, other family disrupt have resources. | Q15. Evaluation of Individual Student Planning - Items in greatest need of strengthening |
|--|----------------------|----------------------|---|---|--------------------------|---|--|---|---|--|
| | | | The new on-line A-team and Consented referral system will be crucial to updating the list of referral resources and maintaining or establishing communication with community agencies. It is important to have counseling staff available in every building every day of the week. That is more difficult to have at the elementary level given staff levels and office space in buildings. | Question whether Tier II interventions are developed as fully as needed. Prevention and intensive services may consume most of counseling time. | | are under-staffed. | | vice delivery | There is a shortage of counselor time that makes it difficult to attend to the wide range of crisis amongst students and families. Returning vets, drugs, other family disruption require much counseling attention and those families often do not have resources. | test need of strengthening |
| . to | Apr 18, 2012 1:32 PM | Aug 28, 2012 9:14 AM | Sep 6, 2012 7:53 AM | Sep 6, 2012 8:18 AM | Sep 12, 2012 10:27 AM | Sep 18, 2012 8:18 AM | Sep 27, 2012 10:25 AM | Sep 28, 2012 7:16 AM | Sep 28, 2012 5:15 PM | |

| 4 | ω | 2 | _ | C 10. |
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| The headings for narrative responses might be clearer if they reflected the topic headings for each section. This one might be Preventive and Responsive Services - Major strengths, etc. | The monthly SSC and quarterly K-12 Counselor meetings provide opportunities for networking and consistency across the district. | Most frequently used with students identified for special education services. | Though a school counselor's job is mainly to attend to issues relating to positive academic development, much energy is required to attend to the emotional issues that interfere. We are understaffed to competently attend to all angles of the academic, career, personal/social triad. | GIS. Evaluation of Individual Student Planning - Examples and/or comments |
| Aug 28, 2012 9:14 AM | Sep 6, 2012 7:53 AM | Sep 18, 2012 8:18 AM | Sep 28, 2012 5:15 PM | |

| 218. Ev | wio. Evaluation of individual Student Planning - Major Strengths |
|---------|---|
| | As noted before, district attention to in-service training is in place. At the elementary level there is less administrative (scheduling, school-wide achievement testing adminstration, etc.) expectation for counselors and more time to work directly with students. |
| 2 | We have had more opportunities to collaborate; including speaking to the school board. |
| ω | All grades levels involved. Information priortized |
| 4 | The quality of our staff is high. They are dedicated professionals who put children first. |
| 5 | Educators and administrators are aware of our strengths, and will actively solicit assistance; |
| 6 | Recent efforts to articulate and organize delivery of counseling services have been effective. |
| 7 | The monthly SSC and quarterly K-12 Counselor meetings provide opportunities for networking and consistency across the district. |
| œ | Counselors have the time to meet and work with students on an individual basis. |
| 9 | With Teresa leadership, the level of system support has done from virtually nothing to exceptional. I sincerely appreciate her organizational skills - her meetings are helpful and well thought out. |
| 10 | Strong administrative support. |



| Financial resources are tight for additional materials, but the district mac purchased the udpated 2nd Step curriculum for all elementary buildings. Student counselor relationships for ALL students. Would like more input into professional growth topics. With the exception have been way below my skill level. The suicide presentation was geare professionals. | Financial resources are tight for additional materials, but the district ma purchased the udpated 2nd Step curriculum for all elementary buildings Student counselor relationships for ALL students. Would like more input into professional growth topics. With the exceptic have been way below my skill level. The suicide presentation was gear professionals. The fragmentation by having a meeting for the school counselors and a our position is not as effective. It means going to two meetings out of the middle of a morning. I would much prefer a beginning of the school |
|--|--|
| While facilities and equipment may not be major issues, budget for adequate counselor:student ratio is a need. Financial resources are tight for additional materials, but the district made a huge and welcome investment when they purchased the udpated 2nd Step curriculum for all elementary buildings. Student counselor relationships for ALL students. Would like more input into professional growth topics. With the exception of the ethics review, the presentations (suicide) have been way below my skill level. The suicide presentation was geared toward the general public and not professionals. | equipment may not be major issues, budget for adequate counselor:student ratio is a need. s are tight for additional materials, but the district made a huge and welcome investment when they ated 2nd Step curriculum for all elementary buildings. relationships for ALL students. put into professional growth topics. With the exception of the ethics review, the presentations (suicid low my skill level. The suicide presentation was geared toward the general public and not by having a meeting for the school counselors and another for the special education components of as effective. It means going to two meetings out of the building, and sometimes those meetingsa are rining. I would much prefer a beginning of the school day or end of the school day time frame. |
| pics. With the exception of the ethics review, presentation was geared toward the general | more input into professional growth topics. With the exception of the ethics review, the put way below my skill level. The suicide presentation was geared toward the general publicals. entation by having a meeting for the school counselors and another for the special educator is not as effective. It means going to two meetings out of the building, and sometimes to a morning. I would much prefer a beginning of the school day or end of the school day. |
| ore input into professional growth topics. With the exception of the ethics review, ay below my skill level. The suicide presentation was geared toward the general | been way below my skill level. The suicide presentation was geared toward the general public ssionals. The suicide presentation was geared toward the general public ssionals. The suicide presentation was geared toward the general public ssionals. The suicide presentation by having a meeting for the school counselors and another for the special education is not as effective. It means going to two meetings out of the building, and sometimes the price of a morning. I would much prefer a beginning of the school day or end of the school day. |
| | The fragmentation by having a meeting for the school counselors and another for the special education components of our position is not as effective. It means going to two meetings out of the building, and sometimes those meetingsa are the middle of a morning. I would much prefer a beginning of the school day or end of the school day time frame. |

| 4 I do think that be split. | 3 The monthly the district. | 2 The need for | 1 There is nee | Q20. Evaluation of In- |
|---|---|---|---|---|
| I do think that in some areas the needs of elementary are so different from the high that at times, the group may need to be split. | The monthly SSC and quarterly K-12 Counselor meetings provide opportunities for networking and consistency across the district. | The need for these services is increasing. We need to look at increasing our resources. | There is need for more time to plan and carry out curriculum. | Q20. Evaluation of Individual Student Planning - Examples and/or comments |
| Aug 28, 2012 9:14 AM | Sep 6, 2012 7:53 AM | Sep 18, 2012 8:18 AM | Sep 28, 2012 5:15 PM | |

| 9 | œ | 7 | 6 | Ŋ | 4 | ω | 2 | _ | Q21. Si Evaluati |
|---------------------|---|--|--|--|--|--|---|--|--|
| Group process | We have made progress in making more explicit our responsibilities, and areas of strengths and struggles. We have formalized components of the program. | Leadership, materials provided, curriculum completed | The monthly SSC and quarterly K-12 Counselor meetings provide opportunities for networking and consistency across the district. The implementation of the 2nd Step curriculum at the elementary level. | Mandated annual review and data collection Dedicated time for counseling staff to process program implementation | Ongoing evaluation of the entire program to identify strengths and areas needing strengthening | It looks solid. Expectations are clearly defined for all levels. | Quality of staff - professional & dedicated | Desire by all to do the best possible for students Concerned and caring counseling personnel Now a standarized philosophy and district-wide curricular structure | Q21. Summary of Counseling Program Evaluation Self-Study Evaluation of Overall Plan - Prioritized list of major strengths |
| Apr 2, 2012 9:44 AM | Apr 27, 2012 6:46 AM | Aug 28, 2012 9:14 AM | Sep 6, 2012 7:53 AM | Sep 6, 2012 8:18 AM | Sep 12, 2012 10:27 AM | Sep 14, 2012 9:55 AM | Sep 18, 2012 8:18 AM | Sep 28, 2012 5:15 PM | |

| 8 Inc | 7 TI | 6 P.M. | 5 Pr | 4 Ac | 3 W | 2 Re | 1 Mc | Evaluation | Q22. Summ | |
|--|--|--|---|---|--|--|--|--|--|--|
| Increased staff time so that programming can be implemented fully and responsibly. | The scheduling (and coordination) of our district-wide meetings between special ed and school counseling | Meaningful professional development. There is enough talent in our elementary group to utilize them as presenters. Possibly on-line webinars. Option of not attending if we determine we already possess that knowledge/skill set. | Providing professional development opportunities to this group. | Adequate counseling time to align the actual delivery of services with the counseling program document. | What will be done with some of the data gathered through inventories and evaluations of students | Resources - staffing to meet increased needs | More counseling personnel Greater communication between levels Time to plot out what we do with what we say we will do | Evaluation of Overall Plan - Prioritized list of items in greatest need of strengthening | Q22. Summary of Counseling Program Evaluation Self-Study | |
| Apr 2, 2012 9:44 AM | Apr 27, 2012 6:46 AM | Aug 28, 2012 9:14 AM | Sep 6, 2012 7:53 AM | Sep 6, 2012 8:18 AM | Sep 14, 2012 9:55 AM | Sep 18, 2012 8:18 AM | Sep 28, 2012 5:15 PM | | | |

| 5 Profession | 4 The monthly the district. | 3 Communica current deliv | 2 Funding | 1 Increasing of Increasing of Courriculum | Plan for Improvemen | Apple 1 | 6 updated resource list | 5 The monthly the district. | 4 Communica current deli | 3 Ongoing ev | 2 Use of Title | 1 Involve tead Connect sp | Plan for Improvemen | Azo. Cumilary of Co. |
|------------------------|---|---|----------------------|--|---|---|-------------------------|---|---|---|---|---|--|---|
| Profession development | The monthly SSC and quarterly K-12 Counselor meetings provide opportunities for networking and consistency across the district. Developing the long range goals together. | Communicate to school board, administration, staff, and community the potential, the progress, and the limitations with current delivery of the counseling program. | | Increasing counseling personnel and services to support national standards (no more than 400 students per counselor) Increasing communication between levels ensuring a developmentally consistent thread through the district wide curriculum | Plan for Improvement of Overall Plan - Prioritized long range goals and time line | Summary of Counseling Program Evaluation Self-Study | source list | The monthly SSC and quarterly K-12 Counselor meetings provide opportunities for networking and consistency across the district. | Communicate to school board, administration, staff, and community the potential, the progress, and the limitations with current delivery of the counseling program. | Ongoing evaluation of tier 1, 2, and 3 interventions. | Use of Title I funds to staff Title I schools | Involve teachers in Second Step training this year Bring concept of academic, career, social to teachers this year Connect specific grade level competencies to what we dothis year | Plan for Improvement of Overall Plan - Prioritized list of short range goals and time line | g · · g · · · · · · · · · · · · · · · · |
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| increase awareness | When appropriate, separate meetings for elementary and high school counselors | Continue providing district level leadership to this group:) Teresa Burson has done amazing work leading this group forward. She really needs commendation for the role she has played in bringing the K-12 Counseling program to the forefront. | Communication | Rid the legislature of Luddites Prioritize counseling as more important than just an OPI requirement District-wide communication of the new counseling curriculum | Plan for Improvement of Overall Plan - Points of actions to overcome barriers | Q26. Summary of Counseling Program Evaluation Self-Study | funding | Different needs of elementary and high school | Financial resources which limit adding additional staff and purchasing materials. | Finances and resources | What accountability is there? How will "fidelity of implementation" be measured and reported? | Time/Money Future configuration of district buildings | Plan for Improvement of Overall Plan - Barriers to be considered | Summary of Counseling Program Evaluation Self-Study |
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